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ABSTRACT

This volume presents findings and recommendations for increasing minority teacher recruitment and retention through policy change at seven colleges of teacher education in Florida. The seven institutions of higher education have formed a consortium known as the Florida TEAM (Teacher Education for America's Minorities) project. Its goal is to work within the teacher education systems at these seven institutions over a 6-year period (1990-1996) to increase the number of certified minority teachers in Florida's schools. A section of the report on recruitment covers barriers to recruitment of African Americans to the profession, promising practices, and policy implications at the legislative and institutional level. A section on admissions looks at barriers to African Americans in testing and financial aid, promising practices in these areas, and legislative and institutional policy implications. A section on retention covers barriers to minorities in the form of lack of support, overt racism, and faculty issues. Promising practices in the area of retention include academic student support, social student support, and faculty involvement. This section closes with a discussion of legislative and policy implications. A section on field based support for minority teachers discusses certification testing, job search, on-the-job support, and professional development, including promising practices and policy implications. A short section discusses advancing the action agenda. An appendix provides graphics of TEAM university locations and teaching assignment locations, and a contact list of the seven institutions, their coordinators and deans, and the director of the Center for the Study of Teaching and Learning. (Contains 58 references.) (JB)

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AN ACTION AGENDA:

Policy Issues in Minority Teacher Recruitment and Retention

FEBRUARY, 1995

Jan Thomas
with

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

In Florida, as in the United States, changes in the characteristics of the population are creating complex, multifaceted issues for schools. The minority youth population in Florida is expected to reach 53 percent by 2010. Unfortunately, in our schools the needs of minority children to see minority role models, to have their diverse life experiences reflected, and to feel valued as full participants in the American society are not being very well met. We need representation on school faculties and staff from all racial and cultural groups.

Recognizing the fact that minority teachers are few in number and that the problem is serious enough to warrant immediate attention, the Ford Foundation has accepted the challenge to increase college and university capacities to recruit, educate, and certify an increasing number of minority teachers. One of the ways they have implemented to do this is through a consortium of seven higher education institutions in Florida. Known as the Florida TEAM (Teacher Education for American's Minorities) project, this consortium is demonstrating the benefits of colleges working together towards the goal of reversing the downward spiral of minority teachers in Florida's public elementary and secondary schools.

The seven institution which form the consortium include five public universities -- the University of Central Florida, the University of Florida, Florida Agricultural and Mechanical University, Florida State University, and the University of North Florida -- and two private institutions -- Bethune-Cookman College and Edward Waters College. The project goal is to work within the teacher education systems at the seven institution over a six year period (1990-1996) in order to increase the number of certified minority teachers in Florida's schools. As of this date, since the project began the seven institutions have graduated 1,252 students. The project is, in essence, an institutional change project rather than a recruitment/admission project. With support from the Ford Foundation, the consortium has initiated a number of activities and programs to increase the number of minority teachers. The underlying causes of various barriers, the barriers themselves, and the successful programs created by the TEAM project are

presented in *An Action Agenda.* Policy implications for both legislatures and institutions are included.

An analysis of demographic data reveals that the average child in American schools will have only two minority teachers -- out of about 40 -- during his or her K-12 school years. In Florida, the percentage of minority students in our schools has increased almost ten percentage points since 1977, while the percentage of minority teachers has *decreased* by 1.4 percentage points. If current trends continue, it is estimated that minority students will comprise more than one-third of K-12 enrollment nationally, but only five percent of teachers will be minority by the end of the decade. Clearly, there is need for concern about the declining numbers of African American teachers in our system, and the many factors contributing to this decline. We must find strategies to deal with each of the barriers to recruiting and retaining minority teachers, including the K-12 experiences that "turn off" the students, the admissions difficulties, the first two years, the junior admissions problems, certification problems, getting interviewed, getting hired, having a successful first year, and being retained in the profession.

It is becoming increasingly difficult to entice African Americans into the teaching profession. Factors contributing to the difficulty in recruitment include lack of role models, low pay, the perception of poor working conditions, lack of prestige, and attraction to more lucrative careers in other fields. A lack of role models creates disadvantages for all children because without exposure to minority teachers both minority and majority students are left with the impression that teaching and academic enterprises in general are better suited to whites. Yet many African Americans no longer view teaching as a vehicle for advancing from low- to middle-class status. Moreover, many teachers themselves berate the profession and consistently steer and advise their own children and their students away from teaching as a career. Minority community leaders often encourage and reward students for expressing interest in engineering, business, and other lucrative occupations from which minorities have historically been excluded or in which they have been underrepresented.

Significant, lasting improvement in reaching recruitment objectives must be the result of continuous, on-going programs such as those being instituted by the TEAM consortium. Early recruitment efforts at middle and high schools are proving successful. In addition, exploring the possibility of recruitment among groups such as the military, teacher aides, and retirees, as well as those interested in making career changes provides a starting point for placing teachers in classroom teaching positions in ways other than the traditional teacher preparation routes. Another major recruitment effort is taking place at community colleges. Collaborative efforts involving universities, community colleges, and school districts are increasing the two-year to four-year articulation of minority students, thus enriching the pool of potential teacher education candidates.

The admission process is a critical juncture for most students. There are two primary barriers to college and teacher education admissions for African American students. The first has to do with the use of standardized test scores for admission to college and further admission into upper level teacher education programs. Despite evidence that paper and pencil tests do not predict ability to teach, most states rely heavily on this assessment method at various points along the way to entering the teaching profession. African American students score significantly lower on most performance measures than white or other minority cohorts. Reasons for this discrepancy include the inequitable distribution of education's human resources and schools which steer minority students away from academic curriculum and into general or vocational tracks.

A second admission barrier for African American students is economic factors which can play a large part in dissuading minority students from pursuing higher education. Minority students come disproportionately from the lower socioeconomic strata, and since socioeconomic status, quality of schooling, and academic achievement are interrelated, the socioeconomic status of African American students can contribute to making college life financially impossible. Dwindling scholarship and grant money also contributes to the problem.

The schools participating in Florida's TEAM project use a number of different ways to assist minority students with admission problems to the teacher education programs at their various institutions and with financial aid while enrolled. When students who show positive teacher qualities are identified, a support system to aid in overcoming entry requirement problems can be put into place. This includes assisting students who have not passed the various tests required for admission, and allowing students to obtain a passing score through a composite score from various administrations of these tests. In addition a competencies assessment model has been used as an alternative teacher education admission criterion.

In addition to admissions assistance, a variety of financial aid work incentives can be offered to students who enroll in teacher education programs. Examples of the types of incentives include scholarships, loans, grants, and part-time employment opportunities with funds provided by federal, state, public, private, and institutional sources.

While the number of minority students entering teacher education has been gradually improving, the gap between access, completion rates, and entrance into teacher education of minorities has continued to widen. This high attrition rate is due to economic hardship, lack of support, overt racism, and various issues related to faculty interaction with students. The economic hardships discussed earlier continue to plague African American students as they enroll and participate in campus life. The need to work while attending school or the possibility of having to drop out of college to support family members remains a very real barrier. In addition to economic issues, previously outlined problems in academic areas can lead to problems for minority students in other areas such as self-concept, realistic self appraisal, and ability to set long-term as opposed to short-term goals, all of which can negatively impact a student's ability to adjust to and succeed in college. Additionally, African American students attending predominantly white institutions may lack a support group which understands the covert culture that exists on campuses. Because of this, the experiences of non-Asian minorities on college campuses tend to be inferior to those of the majority students attending the same institutions. The climate for minorities is more alienating than involving, and on many

campuses racism and racial hostility are no longer thinly disguised. In addition, African American students tend not to have close or strong relationships with white faculty and staff members, yet the importance of social integration, facilitated at least in part through interactions with college faculty and administrative personnel, can be crucial to student success.

The institutions which have had the most success in attracting and retaining minority students are those whose support services focus on both academic and social needs of students. Known as value added components, these support systems are designed to improve and/or strengthen the attitudes and performance of the targeted group. The TEAM schools have put in place numerous initiatives which are proving successful in providing academic support to students. Among these are: training to achieve higher test scores, time management and pacing of programs, presentation skills assessment and training, computer and technological assistance, monitoring candidates' programs, remedial and developmental assistance, work-study positions, independent study classes, pre-student teaching workshops, and identification and use of personal learning styles.

Although academic support is critical to the success of minorities, it is not complete without a comprehensive program of social support as well. TEAM programs to provide this support include: human interaction and self-concept skill development, support groups, community development and partnerships, an African American Education Guild, leadership skills development, and motivational workshops.

Student and faculty behaviors and perceptions can be powerful in fostering diversity and narrowing the gap between minority and majority student performance. Regardless of ethnicity, students who experience favorable and frequent interaction with faculty have strong commitments to their institution and high motivation to achieve academic success and have more satisfying and healthy college experiences. These relationships are fostered at TEAM schools through faculty mentoring of students and faculty retreats focusing on minority issues.

Graduation from a teacher training institution with a bachelor's degree in education would appear to be an end in itself. Although it is an important milestone, in reality the degree

completion simply represents a new starting point for prospective teachers. Four barriers to African Americans who wish to enter and remain in the teaching profession have been identified. These are certification testing, the actual job search itself, lack of on-the-job support, and limited or irrelevant professional development opportunities.

While the teacher certification reform movement has attempted to ensure quality candidates for admission to teaching, the net effect of certification tests has been to reduce minority representation in the profession. African American teacher candidates fail the National Teacher Examination, which is administered by 33 states, in proportionally greater numbers than whites. Despite the fact that this test was never intended to predict teaching performance, and that there are very low correlations between measures of teacher effectiveness and test scores, this test, and others like it, are acting as yet another barrier for minority teacher candidates.

As prospective teachers soon discover, finding a teaching position can be as difficult as obtaining a teaching certificate. Many African American students report that getting an interview is easy, but getting hired is very difficult. Part of the reason for this may be that subject areas where teacher shortages exist and where African American role models are critically needed are not the specialty areas usually chosen by African American teachers. Fifty-two percent of African American graduates in 1990-91 were elementary education majors, yet as growth at the elementary level slows down, an oversupply of elementary teachers could mean that fewer new minority graduates will be able to find jobs, and a valuable source of minority teachers will thus be lost to the schools.

Once a job has been found, teachers face several obstacles to on-the-job satisfaction, including feelings of isolation, lack of compensation, and feelings of low self esteem. Many African American teachers report that they do not feel accepted by their peers, thus intensifying feelings of isolation which are fairly commonplace in schools. Adding to the problem is inadequate compensation, which may be even more of a problem for minority teachers because salaries and working conditions for teachers are often least attractive in schools with predominantly minority enrollment, where minority teachers might be most interested in

working. The problems mentioned above contribute to a third area of on-the-job dissatisfaction, this one related to feelings of low self-esteem. Due to the circumstances discussed, many teachers feel that their work is not considered to be important by their community or by our society at large. These feelings are underscored by a lack of seriousness about teachers' professional development. Professional development opportunities for teachers are critical in system reform, yet in most districts teachers report inadequate time for professional development and activities which are a hodgepodge of unrelated topics.

Although certification testing, the search for a job, lack of on-the-job support, and limited or irrelevant professional development opportunities pose formidable barriers to African American success in teaching, promising programs and strategies are being instituted to help overcome these obstacles. Among the most successful approaches to removing testing barriers are programs that prepare minority students for teacher certification examinations. These strategies include examining and revising curricula, providing intensive faculty training, and conducting early and comprehensive student diagnosis and remediation.

To prepare African American graduates for their job searches and to show them how to take advantage of the widespread demand for teachers of color, the Florida TEAM project has identified several key strategies for students to use while looking for a job. These include using professional and personal networks, including student teaching, substitute teaching, summer employment (tutoring or program camp supervision), participation in community service organizations, workshops, and volunteer work with school-based research projects.

In order to help alleviate the isolation felt by new teachers, particularly new minority teachers, many school districts and universities are working cooperatively to develop assistance programs, which include mentoring by outstanding veteran teachers, support groups, and workshops.

Given the centrality of professional development to achieving education's goals, it is important to find ways to continue professional renewal for minority teachers. This can be done system wide through such things as professional development schools, in which intern teachers

complete teacher preparation under the supervision of experienced teachers and university faculty, and through small grant programs that give individuals and small teams of teachers power over the content and design of their professional development.

Overall, the Florida TEAM project uses a positive approach to focus on the creation of an awareness that the teaching profession is a worthy one. It is their hope that the strategies presented here will be beneficial to other institutions as they encourage and facilitate the success of minority candidates.

PREFACE

"We are now faced with the fact that tomorrow is today."

-Martin Luther King, Jr.

PREFACE

The issues involved in recruitment and retention of minority teachers are complex and multifaceted. According to Mercer (1993):

> We live in a multicultural/multiracial society. Therefore, we need representation in all of the professions from all the racial and cultural groups. The teaching profession is no exception. Such representation in any profession should approximate a particular racial or cultural group's presence in the total American population. However, the fact that a racial or cultural group *should* be adequately represented does not automatically mean that this is currently the case. If blacks are seriously under represented among the nation's teachers, for example, it would seem logical to establish ambitious programs for the recruitment of higher proportions of blacks among our teacher education students (p. 95).

Recognizing the fact that minority teachers are few in number and that the problem is serious enough to warrant immediate attention, the Ford Foundation has accepted the challenge to increase college and university capacities to recruit, educate, and certify an increasing number of minority teachers. One of the mechanisms used to do this is a consortium of seven higher education institutions in Florida. Known as the Florida TEAM (Teacher Education for America's Minorities) project, this consortium is demonstrating the benefits of colleges working together towards the goal of reversing the downward spiral of minority teachers in Florida's public elementary and secondary schools.

The seven institutions which form the consortium include five public universities -- the University of Central Florida, the University of Florida, Florida Agricultural and Mechanical University, Florida State University, and the University of North Florida -- and two private institutions -- Bethune-Cookman College and Edward Waters College. Three of the institutions are historically black. The Florida TEAM project is coordinated by Dr. John H. Hansen, who

also serves as the Director of the Center for the Study of Teaching and Learning at Florida State University, a research and service unit of the College of Education.

The project goal is to work within the teacher education systems at the seven institutions over a six year period (1990-1996) in order to increase the number of certified minority teachers for Florida's schools through improved use of existing mechanisms and establishment of needed capabilities, within a state and institutional climate of supportive, proactive policies. The project has been, in essence, an institutional change project rather than a recruitment/admission project. Furthermore, the seven institution consortium has studied successful practices at all its institutions, and produced reports and narrative descriptions for sharing and strengthening minority teacher education beyond those sites. This document incorporates the findings of this study into a detailed analysis of barriers, promising practices, and policy implications.

With support and encouragement from the Ford Foundation, the consortium has initiated a number of activities designed to increase the number of minority teachers and to impact the programs of teacher preparation in participating institutions. These include:

1. Increasing production of minority teachers;
2. Recruiting minority teacher candidates from multiple sources within the "pipeline";
3. Institutionalization of policies and procedures at these institutions designed to promote increased production of teachers of color, e.g., value-added programs;
4. Increasing awareness among teacher educators regarding both the education of minority teachers and education for diversity with the intention of changing programs to achieve those goals;
5. Demonstrating that competitive institutions can collaborate and support common programmatic interests;
6. Establishing some inter-institutional networks among local education agencies, competitive higher education institutions, community organizations, professional unions, etc., to support recruitment, education, and teacher retention;

7. Influencing the policies of the Florida State Department of Education, the community college system, and state system of higher education;

8. Serving non-traditional pools of potential teacher candidates through provision of multiple avenues for entry into the teacher education pipeline;

9. Serving as catalysts and advocates for change;

10. Assisting both policy makers and players to develop big picture/systemic views of education for diversity;

11. Developing vehicles to sensitize institutions' faculties to the needs and potentials in the preparation of teachers of color and the development of education for diversity;

12. Implementing policies and procedures designed to be inclusive.

The Florida TEAM Project has operated under a set of beliefs and guiding principles which have served as a framework for all activities. This project uses a positive approach to focus on the creation of an awareness that the teaching profession is a worthy one. Activities of the TEAM consortium are driven by the belief that simply adding increased numbers for the six years of the project is insufficient. The goal for member institutions has to be changed within the recruitment, admission, support, and training programs, so that the institutions, without external financial assistance, will encourage and facilitate the success of minority candidates. The beliefs and guiding principles are presented below.

BELIEFS

All Teacher Education institutions need to increase the minority pool.

All Teacher Education institutions need to learn how to work with individuals who decide upon teaching later in their life.

All institutions need to learn how to work with able students who happen to have marginal test scores.

Each institution in the consortium must increase its number of minority students who become teachers for the consortium to be successful. Collaborative efforts, rather than competitive efforts, among consortium institutions support this belief.

Institutions need to value diversity.

Efforts which enhance success for minority students will also help all students.

GUIDING PRINCIPLES

The existing system can improve its own capacity and increase the supply of potential candidates.

Each institution will be more productive in preparing or educating minority teachers in addition to helping other institutions.

Each institution will share and learn from other institutions and still maintain its uniqueness.

Value-added components are a part of each institution's program but may differ according to the needs of the students.

Each institution will document changes in its program and procedures, what was effective and ineffective, as a part of the overall evaluation of the consortium project.

The project's primary approach is to work through and support existing programs and structures, before attempting to develop new structures.

Education of both beginning teachers and teacher educators (Ph.D.) is supported by the project.

All teachers need to learn to teach students who are different from their own backgrounds or groups (e.g., race, gender, socioeconomic status).

Americans value individuality and pluralism. A diverse teacher workforce and a diverse student population facilitate the value of pluralism and individuality.

Chapter One

THE HUMAN IMPACT

"A society that reflects the full participation of all its citizens will be difficult to accomplish if only one in 20 teachers is a member of a minority group. At this rate, the average child will have only two minority teachers - out of about 40 - during his or her K-12 school years."

-David Haselkorn and Andy Calkins

CHAPTER ONE

THE HUMAN IMPACT

Florida is currently undergoing an unprecedented change in the characteristics of its population. Not only does it have one of the most ethnically diverse populations in the United States, but the population growth rate includes "the highest [youth] minority growth rate in the nation" (Hodgkinson, 1993, p. 12), a rate that is expected to reach 53 percent by 2010. Unfortunately, as in most U.S. schools, the needs of minority children to see minority role models, to have their diverse life experiences reflected, and to feel valued as full participants in American society are not being met very well. According to the Quality Education for Minorities Project (1990):

> many schools, including those with predominately minority student bodies, continue to operate with outmoded curricula and structures based on the assumption that only a small elite will have or need to have substantial academic success. The problems our children face in and out of the classroom -- racism, poverty, language differences, and cultural barriers -- are not adequately addressed in today's typical school. We have had, consequently, low achievement and high dropout rates. (pp. 11-13)

Yet the success of schools in educating minority children is critical to the future success -- indeed the very quality of life -- of our country. If the United States is to compete globally as a first-class economy, we must develop all of our human resources to their fullest potential. But, as Haselkorn & Calkins (1993) warn, "a society that reflects the full participation of all its citizens will be difficult to accomplish if only one in 20 teachers is a member of a minority group. At this rate, the average child will have only two minority teachers -- out of about 40 --

during his or her K-12 school years" (p. 71). Figure 1 illustrates the magnitude of the problem of this discrepancy in Florida.

Figure 1

Percentage of Teachers and Students in Florida Public Schools
By Racial/Ethnic Group, 1992

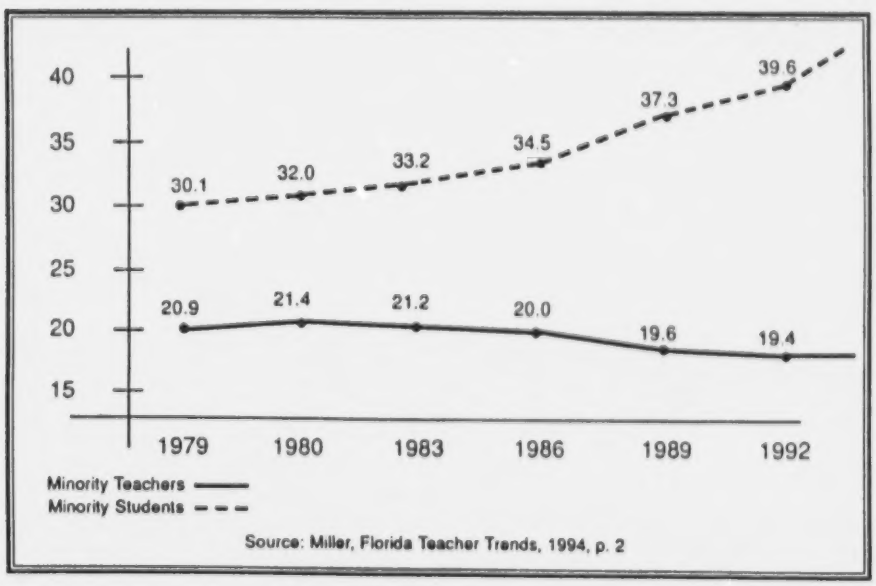
	White	African American	Hispanic	Other	Total Minority
Teachers	80.6	14.1	4.9	0.35	19.4
Students	60.4	24.5	13.3	1.8	39.6

Source: Miller, Florida Minority Teacher Trends, 1994, p.2

While these figures themselves are revealing of an enormous problem , an historical perspective shows that the problem is becoming greater every year. As shown in Figure 2, the percentage of minority students in Florida schools has increased almost ten percentage points since 1977, while the percentage of minority teachers has *decreased* by 1.4 percentage points.

Figure 2

Percentage of Minority Teachers and Students in Florida, 1977-1992



Source: Miller, Florida Teacher Trends, 1994, p. 2

The percentages presented in Figure 2 reflect all minorities in Florida. If we look just at African American teachers the results are even more startling. According to Miller (1994a), since 1980 the number of African American teachers in the public schools has decreased from 18 percent to 14 percent. In 1992 the ratio between white students and white teachers was 14:1, while the ratio of African American students and teachers was 32:1. In other words, white students were "twice as likely to have a white teacher in their classrooms than African American students were to have a same race teacher" (p. 4).

On the national level, the National Center for Education Statistics estimates that as many as 44 percent of U.S. public schools have no minority teachers at all. If current trends continue, the U.S. Senate has estimated that "minority students will comprise more than one-third of K-12 enrollments nationally, but only 5 percent of teachers by the end of the decade" (Recruiting New Teachers, Inc., 1993b, p. 1).

What would it take to create a national minority teaching force comparable to the minority student population in public schools? According to the Quality Education for Minorities Project (1990), "to achieve parity between the teaching force and the student population would require the licensing and certification of 450,000 minority teachers among the 1.5 million teachers needed for our schools during the next five years. Of the 700,000 new teachers who are expected to be trained in this period, only about 35,000 are estimated to be minority" (pp. 41-42).

Indeed, the number of minority students obtaining degrees in education has been declining nationally. From 1976 to 1989, colleges and universities across the country witnessed a 70 percent decrease in the number of black students majoring in education. Kaufmann (1988) estimated that, of the average school of education enrollment of approximately 400 undergraduate and graduate students, only about 22 were African Americans.

Consistent with national trends, Florida also experienced a decline in African American admissions and graduations of teacher education programs in the eighties. Admissions hit a low of 2.8 percent in 1987-88, and graduations of education majors hit a low of 6.2 percent in 1988-

89. Although, as illustrated in Figure 3, admissions and graduations of African Americans in teacher education programs have risen during the nineties, the increase represents a very small number of students and is not nearly enough to keep pace with the dramatic increase in the state's minority student population.

Figure 3
Percentage of African Americans Admitted to Teacher Education Programs In Florida

1988-89	1989-90	1990-91	1991-92
3.8%	4.1%	4.8%	5.0%

Source: Miller, Florida Minority Teacher Trends, 1994, p.2

As depicted in Figure 4, the 5 percent African American admissions in 1991-92 yields only 223 students, while the 9.4 percent African American graduation rate in 1991-92 only made 500 new minority teachers available to go into the classrooms of Florida, and 300 of these came from the Florida TEAM project.

Figure 4
Percentage of African American Graduates of Teacher Education Programs In Florida

1988-89	1989-90	1990-91	1991-92
6.2%	7.2%	7.7%	9.4%

Source: Miller, Florida Minority Teacher Trends, 1994, p.6

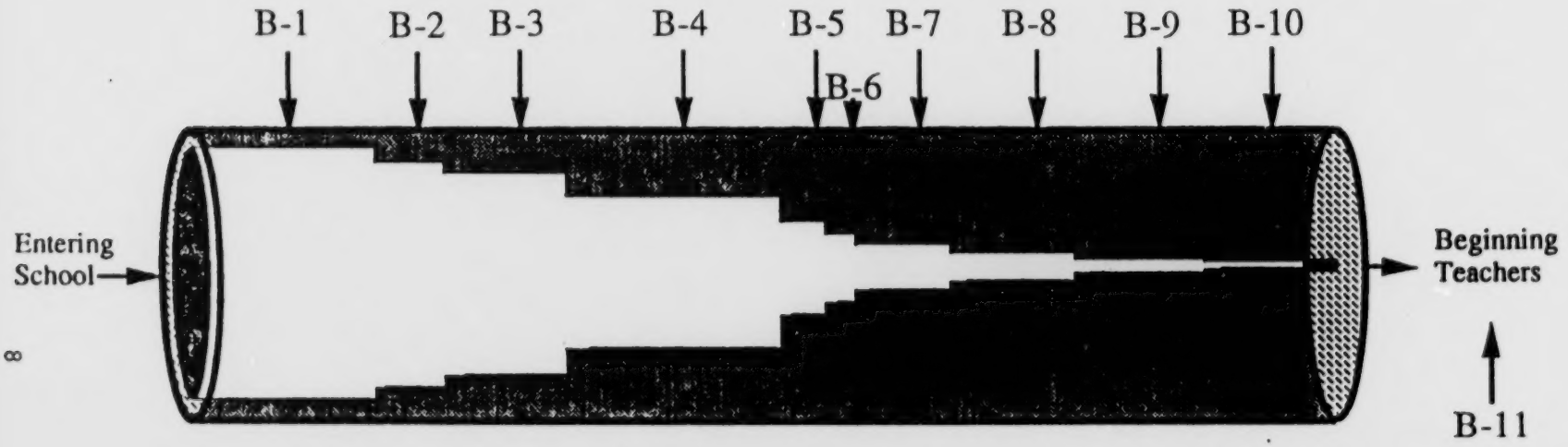
Not only are fewer African Americans choosing to enter the teaching profession, but minority teachers in general are more likely to leave the teaching profession. The American Teacher poll conducted each year by the Metropolitan Life Insurance company included in their 1988 poll a question concerning how likely teachers were to leave the teaching profession in five years. Forty-one percent of minority teachers responded that they were likely to leave while only 25 percent of white teachers said they were. Minority teachers with fewer years of experience were more prone to indicate that they planned to leave teaching, with 55 percent of those with less that five years' experience and 43 percent of those with five to nine years' experience stating that they were very likely or possibly likely to leave teaching. The corresponding figures for non-minority teachers were 31 percent for those with less than five years' experience and 27 percent for those with five to nine years' experience. One explanation for this disparity is a difference in working conditions; the minority teachers surveyed were three times more likely than non-minorities to work in the inner city, where difficult teaching conditions are the norm

An aging African American teaching force also contributes to the shrinking numbers of minority teachers. According to Hunter-Boykin (1992), "approximately 37 percent of African American teachers have 20 or more years teaching experience and will retire earlier than their white counterparts, of whom only 30 percent have that much experience" (p. 486).

Clearly, there is need for concern about the declining numbers of African American teachers in our system, and the many factors contributing to this decline. As depicted by Hansen, Gardner, Jackson, & Mullins (1993) (see illustration on the following page) these barriers are many and varied, and each one clogs the teacher education pipeline for America's minorities. Therefore, Hansen et al. (1993) maintain that, to avoid losing able teaching candidates along the way, the profession must attack this pipeline at several points : "the K-12 experiences that 'turn off" the students, the admission difficulties, the first two years, the junior admission problems, getting interviewed, getting hired, having a successful first year, and being retained in the profession" (p. 2).

Teacher Education for America's Minorities

Barriers in the Pipeline



Barriers

B-1: K-3

B-2: 4th Grade

B-3: Middle School

B-4: High School

B-5: SAT/ACT
Graduation

B-6: Finances/Admission

B-7: Advisement/ Acceptance
Study Skills/ Self-management

B-8: CLAST/ SAT/ACT/ GPA
Admission to Teacher Education

B-9: Student Teaching
Job Seeking

B-10: FTCE

B-11: Beginning Teaching:
Professional Orientation
Programs

Chapter Two

RECRUITMENT

"It is now painfully clear that teaching, once the bulwark of professional life among African Americans and an important part of their ongoing educational striving, is declining in appeal...We need to return to the situation in which teaching is so attractive that it will once again draw in vast numbers of able, dedicated, committed black teachers."

-J. H. Franklin

CHAPTER TWO

RECRUITMENT

It is becoming increasingly difficult to entice African Americans into the teaching profession. Factors contributing to the difficulty include low pay, the perception of poor working conditions, lack of prestige, and attraction to more lucrative careers in other fields.

Traditional recruitment efforts, primarily centered on economic incentives such as scholarships, loan forgiveness programs, or financial aid are not proving to be enough any longer. Extraordinary efforts must be initiated to recruit more African Americans into the profession. According to Carter (1987), the problem of the inadequate supply of minority teachers is deeply rooted:

> The number of minority teachers is related to minority enrollment in higher education, which is related to minority high school achievement, which is related to the achievement of minority students in elementary and secondary schools, which is related to the quality of life in minority families (p.28).

She, therefore contends that in addition to effective short-term strategies, long-term solutions must address the improvement of minority student performance "at the very earliest levels of education" (Carter, 1987, p. 28). These efforts will require intense individual attention, early identification, and finding resourceful ways to motivate potential candidates. All parts of the education system will have to be involved in initiating and participating in recruitment efforts.

BARRIERS

Lack of Role Models

One of the primary reasons why there is difficulty recruiting African Americans into the teaching profession is very simply a lack of role models. As explained by the Task Force on Teaching as a Profession (1986):

> Schools form children's opinions about the larger society and their own futures. The race and background of their teachers tells them something about authority and power in contemporary America. These messages influence childrens' attitudes toward school, their academic accomplishments, and their own and others' intrinsic worth. The views they form in school about justice and fairness also influence their future citizenship (p.11).

Dorman (1990) adds that "without exposure to minority teachers both minority and majority students will be left with the impression that teaching and academic enterprises in general are pursuits better suited to whites" (p. 1). Since, as discussed in chapter one, most students will have only about two minority teachers during their K-12 school years, the message they will receive is that teaching is not a respected career choice for minorities.

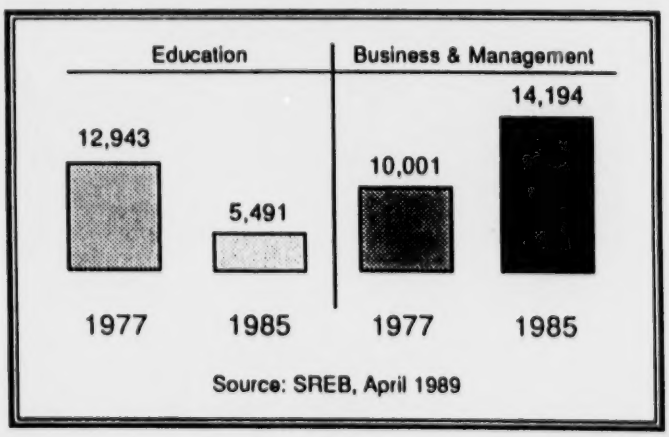
Competing Professions

Another barrier to recruitment efforts is the disadvantage education has in terms of salary, working conditions, and status when compared with other professions. With increased opportunities over the last three decades in other fields, many African Americans no longer view teaching as the best vehicle for advancing from low- to middle-class status. Often encouraged by minority community leaders to pursue other, more lucrative, professions from which minorities have historically been excluded or under represented, more African Americans are entering engineering, business, and technological programs (Hatton, 1988). Even teachers themselves steer their students and their own children away from teaching as a career (Hunter-

Boykin, 1992). And Recruiting New Teachers, Inc. (1993b) reports that "some parents would prefer that their children pursue different professional pathways (presumably offering higher salaries and higher status). . .Students said they were often discouraged from entering the teaching profession by parents -- especially those who were teachers" (p.22). Since minority enrollment in colleges and universities has remained relatively stable, more minorities in business, industry, and other professions has meant fewer minorities in liberal arts, social service, and human development (Hatton, 1988).

Once the "bulwark of professional life among African Americans," (Franklin, 1987, p. 43) teaching is no longer attracting African American student. According to the Southern Regional Education Board (1989), in the mid-seventies education was by far the most frequently chosen field for African Americans. In 1977, nationally 22 percent of all bachelor's degrees awarded to African American students were in education. In the SREB states, which graduate approximately two-thirds of all prospective African American teachers in the U.S., the figure was 30 percent. That same year only 17 percent of degrees awarded to African Americans nationally were in business and management. However, by the mid-eighties, the most popular degree field for African Americans was business and management. By 1985, the number of degrees awarded to African Americans in education had decreased 45 percent, and more than twice as many business and management degrees were awarded than education degrees (see Figure 5 below).

Figure 5
Bachelor's Degrees Awarded to African American Students



PROMISING PRACTICES

Despite a growing awareness of the need for minority teachers, the American Association of Colleges for Teacher Education reported in 1993 that only 18 states (35 percent) have programs for the recruitment of minority students. The following promising practices have been selected from these programs to show what can be accomplished in the area of recruitment. Each of these programs fulfills the program objectives identified by the Teaching Professions Program at Coolidge High School in Washington, D.C.

To promote and enhance a positive image of the teaching profession;

To attract talented students of various socioeconomic backgrounds to educational careers;

To increase awareness of traditional and emerging career opportunities for educators;

To provide students with extensive field experiences and observations in various settings;

To expand students' access to institutions of higher education;

To assist students in obtaining financial support for college upon high school graduation;

To involve educators, the business community, and the public in the encouragement and preparation of future teachers;

To equip students with higher order critical thinking and problem solving skills (Hunter-Boykin, 1992, pp. 488-489).

No one institution or agency can achieve these objectives in isolation, nor can they be met in a one-shot fix-it-all program. Significant, lasting improvement must be the result of continuous, on-going programs, and the responsibility for recruitment must be shared. The Florida TEAM (Teacher Education for America's Minorities) Consortium is one example of the benefits that can be reaped when numerous institutions work together. The Consortium, which is funded by the Ford Foundation, includes seven institutions of higher education that have

accepted the challenge to recruit, educate, and certify an increasing number of minority teachers. The institutions involved include five public universities -- the University of Central Florida, the University of Florida, Florida Agriculture and Mechanical University, Florida State University, and the University of North Florida -- and two private institutions -- Bethune-Cookman College and Edward Waters College. Three of the schools are historically black institutions. The project goal is to work within the teacher education systems of the seven institutions over a six-year period (1990-1996) to increase the number of certified minority teachers for Florida schools through improved use of existing mechanisms and establishment of needed capabilities within a state and institutional climate of supportive, proactive policies.

Successes in the recruitment area have been reported in the following areas.

Targeting High School and Middle School Students

Recruiting New Teachers, Inc. (1993a) asserts that attracting minority students to teaching is largely a matter of debunking the myth that no minorities want to go into teaching. The reality they say, is that "when clear pathways are made available, students of color readily follow them" (p. 30). One of the most influential factors affecting a high school student's consideration of teaching as a career is simply whether or not anyone had discussed this possibility with them.

Programs such as the BRIDGE program at **Edward Waters College** are an example of universities reaching out to high school students. This two-week summer program provides an opportunity for high school students who have expressed an interest in the teaching profession to have a simulated college experience while living on campus. During their two week experience, the students cover such topics as:

- Introduction to College
- College Admission
- Financial Aid
- English Review
- Mathematics Review
- Science Review
- Drug Education
- Test Taking Skills

A similar program at the **University of Florida** provides a 26-day camp designed to encourage secondary students to become interested in teaching. The major objective of the camp is to expose the students to college life and assist them in improving their test-taking, writing, reading, and mathematics skills. Pre- and post-tests on academic areas and self-concept show positive changes and growth in students' perception of self and strongly reflect the effectiveness of academic instruction and strategies.

Due to a critical shortage of African American males in the teaching profession, **Bethune-Cookman College** has placed special emphasis on increasing the number of African American males in elementary education. In 1993, only 47 of over 4,000 teacher candidates completing programs in the state university system were African American males. "Black males get lost and are shunted aside at a young age and very few recover or succeed. Those that do succeed and graduate from high school form a very small pool of would be teacher candidates" (Doston & Bolden, 1991, p. 83). Because of special efforts to find and recruit these young African American men, Bethune Cookman has graduated 14 male Elementary Education majors in two years, and currently has over 20 African American males enrolled in their Elementary Education program.

Additional strategies used by the TEAM Consortium in successful recruitment efforts include the following:

1. Increased contact with personnel at secondary schools to help them assist students to better prepare themselves for college life;

2. Visits and activities such as educational fairs and Career Awareness Days for secondary schools;

3. Participation in Future Educators Clubs in secondary schools, which provide information about career opportunities in education and help students develop the qualities, skills, and aptitudes they will need to be successful teachers.

Besides efforts like these initiated by colleges and universities, middle schools and

high schools can begin recruitment efforts themselves by providing students (particularly targeted minority students) the opportunity to experience teaching through a variety of activities. The importance of early recruitment activities becomes apparent when we realize that the high school students who say they are considering teaching as a career make that decision at a very early age. According to Recruiting New Teachers, Inc. (1993b) as many as "40 percent of high school students surveyed made a decision about becoming teachers prior to age fifteen, another 40 percent decided at fifteen or sixteen, and only 20 percent made the decision to pursue teaching careers at seventeen or eighteen years of age" (p. A-10). Numerous activities such as the following have been found helpful in influencing these decisions early in students' lives:

1. Tutoring younger students;
2. Apprenticing with or shadowing a teacher to get an inside look at the rewards of teaching;
3. Learning how to develop and teach lesson plans;
4. Exploring different teaching styles;
5. Attending conferences and workshops.

Secondary schools can also stimulate students' interest in teaching with activities designed to provide positive images of the teaching profession, such as:

1. Offering college credit bearing courses for high school students;
2. Providing mentors;
3. Inviting parents of potential teacher educators to actively participate in the career planning and development of their children;
4. Collaborating with African American fraternities, sororities, churches, and community organizations to speak about careers in education;
5. Spotlighting outstanding African American educators.

One especially significant fact which was discovered by Hansen, Gardner, Cacace, Berry, & Dipeolu (1993) in a survey of beginning teachers was that "when queried about what factors influenced their decision to accept employment in their school district, **the overwhelming**

majority stated they wanted to return to their communities. Some of those wanted to be close to their families, while others wanted to give something of value back to their community" (p. 8). Recognizing this, recruitment efforts such as Pinellas County's "Grow Your Own" program can be implemented. In this program, high school students who wish to enter the teaching profession are targeted, their schooling to become teachers is paid for, and they return to their home community to teach.

Alternative Pathways into Teaching

Given the critical shortage of minority teachers that currently exists, we need to explore ways to place teacher candidates in classrooms other than through the traditional teacher preparation routes. As Milton, Jackson, & French (1991) assert, "while long-term solutions to the shortage of minority educators must be identified and implemented, immediate needs must also be addressed. Minority teachers are needed NOW. . .It is essential that talented minority representatives who can move rapidly into the teaching force be identified and enabled to gain the knowledge, skills and credentials which will allow them to meet the needs of the students and schools" (p. 94).

Exploring the possibility of recruitment among groups such as military personnel, teacher aides, and retirees as well as those interested in making career changes is a good starting point, and interest in this alternative route into teaching is rising. In 1992, the National Center for Education Information reported that 60 percent of the inquiries it received about alternative licensing programs for teachers were from people who had never taught before. Even more encouraging is the fact that 17 percent of all inquiries were from African Americans, perhaps indicating that interest among this group is also rising (Recruiting New Teachers, Inc., 1993). Between 1985 and 1992 an estimated 40,000 people were licensed to teach via alternative licensure, and more than half of those were licensed during the last two years.

These alternative routes to teaching can be programs designed to keep standards high while encouraging mid-career changes or, unfortunately, they can be programs that provide little

preparation. The members of the Florida TEAM Consortium take pride in the fact that in their programs numerous groups are specifically targeted and become full members of the TEAM program, with all the benefits and support systems provided for students taking the more traditional approach. The **University of Central Florida** provides an excellent alternative program in which they seek out, among others, degree holders who are not certified to teach, teacher aides, individuals seeking second careers, and retired or honorably discharged military persons who may be qualified but not certified to teach.

To ensure program success schools utilizing alternative pathways recommend that students be provided the following:

1. Financial support which continues until students complete degree or certification requirements;

2. Encouragement, nurturing, and practical assistance;

3. Special advisors, support persons, and project staff ;

4. Course schedules and loads individualized according to unique work schedules, family responsibilities, personal needs and problems, and academic histories;

5. Adequate and ongoing communication with school personnel;

6. Allocation of resources for replacement of teacher assistants within their individual schools;

7. A support system within the college/university;

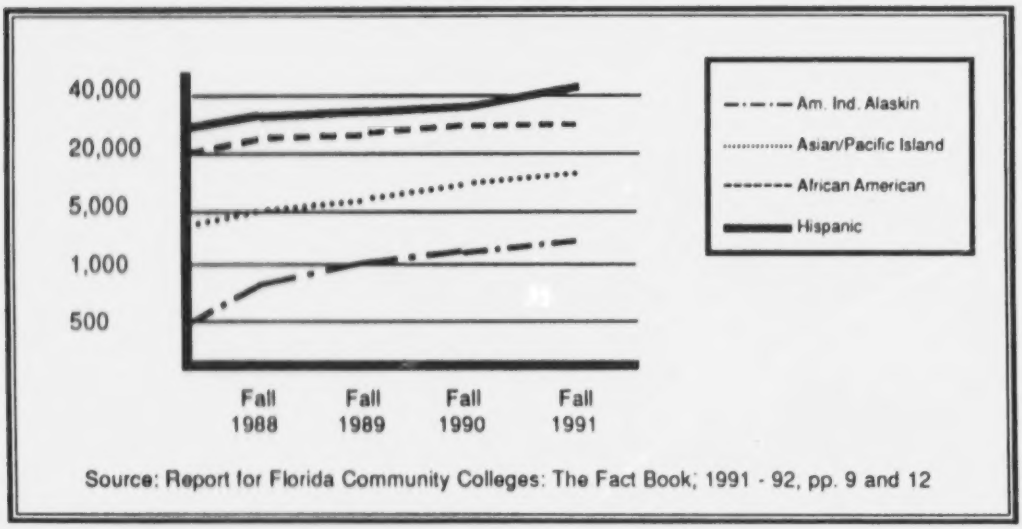
8. Assistance to participants in developing realistic performance objectives (Milton, Jackson, & French, 1991).

While these individuals have diversified educational and occupational backgrounds, many hold baccalaureate or two-year degrees, thus making them ideal candidates for the teaching profession" (American Association of Colleges for Teacher Education, 1989). By providing excellent formal instruction with mentoring and support we can take full advantage of the rising interest in this alternate pathway into teaching.

Articulation between Community Colleges and Colleges of Education

The community college system throughout the United States has played a large part in providing universal access to higher education for minorities. By enabling students to enroll in low cost courses and complete the first two years of college without leaving their communities; providing basic skills classes for those students whose academic skills need improving; and offering flexible scheduling, including evening and weekend classes at convenient locations, community colleges are fulfilling their outreach mission.

Figure 6
Trends in Minority Enrollment in Community College
College Credit Only



Source: Report for Florida Community Colleges: The Fact Book; 1991 - 92, pp. 9 and 12

Minority enrollment in community colleges in Florida has been increasing, as shown in Figure 6. Since these represent degree-seeking students who have indicated that they will continue their education at a four-year institution, they represent a rich pool of potential teacher education candidates. However, as indicated in Figures 7 and 8, many African American students who complete Associate of Arts programs fail to continue with or complete upper division work.

Florida State University, as part of its TEAM Consortium involvement, is currently conducting a multi-year study to determine why a high percentage of African American students in these Associate of Arts (AA) programs fail to continue their upper division work, and whether they would consider teaching as a career.

Figure 7
African American Female AA Graduates Outcomes, 1991-92

AAs Reported	University #	University %	Com. College #	Com. College %	Div. Pub Sch. #	Div. Pub Sch. %	Total % Continuing Ed
883	544	62%	51	6%	3	–	68%

Source: Florida Department of Education, FETPIP, June 1993

Figure 8
African American AA Male Graduates Outcomes, 1991-92

AAs Reported	University #	University %	Com. College #	Com. College %	Div. Pub Sch. #	Div. Pub Sch. %	Total % Continuing Ed
440	283	64%	30	7%	1	–	71%

Source: Florida Department of Education, FETPIP, June 1993

The results from one year of the study have been very encouraging. The Florida State University TEAM project contacted all African American A.A. degree graduates in Florida who were not continuing their education and asked if they would consider returning to school and consider teaching as a career. As a result of this recruitment effort, 57 students have now enrolled in a Florida public university, 19 returned to their respective community college for further study, 7 enrolled in a technical school, and 97 are still being actively recruited.

An additional collaborative effort involving universities, community colleges, and school districts is the "Grow Your Own" initiative. Both the **University of North Florida** and the **University of Central Florida** are involved in these programs, which identify prospective minority teachers in high school, assist them through their college program, provide volunteer and paid work experiences for college, and assign them to student teaching positions in their home district prior to employment in that district as a teacher.

The **University of Central Florida** has formed a partnership with Seminole Community College. A graduate student from the TEAM-UCF project is available on the SCC campus one full day a week for the purpose of recruiting and providing information regarding all aspects of teacher education at UCF, including admission and financial assistance. The TEAM-UCF project works very closely with the Articulation Officer at SCC, who has assisted in providing space and access to important aspects of the campus community. It is hoped that through this partnership, there would be an increase in the two-year to four-year articulation of minority students at both the community college and university level. Further, this relationship makes this feeder institution a potentially rich source of minority teacher candidates.

Other articulation strategies between community colleges and universities which would support minority recruitment efforts include:

1. Expanding transfer opportunities for community college students; and
2. Increasing counseling of minorities about transferring to four-year institutions.

Well designed community college and university transfer programs have the potential to enlarge the pool of minority teachers considerably.

POLICY IMPLICATIONS

In relation to state policies to improve the teacher workforce, Recruiting New Teachers, Inc. (1993b) reports that "many legislators agreed that reform will be hindered as long as the teaching force fails to reflect more closely the race and ethnicity of the student population,

particularly in urban areas. As one representative admitted: 'We're not doing a very good job in terms of the recruitment of minorities for teaching positions. We have no statewide policy to address the issue. If we fail miserably anywhere, it is in this regard'" (p. 16). Policymakers at both the legislative and institutional levels can address this problem by developing cohesive, meaningful policies related to the recruitment of minorities in education. Some suggestions are listed below.

Legislative Policy Implications

- Establish secondary magnet schools for students interested in teaching.
- Designate the increase of teacher salaries as among the highest priorities in the state in order to provide competitive salaries.
- Provide for alternative routes to certification.
- Provide employment guarantees in which a local school district supports its graduates through college and guarantees them a job.
- Establish statewide programs to ensure that high school students are advised of higher education opportunities.
- Remove barriers to the recruitment of minority teachers from diverse settings such as armed forces, mid-career changers, and school district paraprofessionals.
- Continue to study teacher supply and demand, particularly as it relates to ethnicity of the current and projected teaching force.

Institutional Policy Implications

- Train teachers and administrators to serve as mentors for students interested in teaching.
- Sensitize all faculty (K-higher education) to improve interactions between faculty and students.
- Establish Future Educators Clubs and connect them to local teacher training institutions.
- Use college students to mentor secondary students.

- Identify junior and senior high school students who might be interested in teaching and nurture that interest through FEA Clubs, mentoring, opportunities to tutor younger students, and classes related to teaching.
- Present teachers and teaching in a positive way.
- Improve the general working conditions and physical environment of schools so that they are considered safe and pleasant.
- Initiate collaborative agreements between K-12 educators and university faculties.

Chapter Three

ADMISSION

"A value-added admission system is one in which students are admitted and evaluated on the basis of their potential for learning and growth rather on their past achievements as indicated by grades and test scores. The Ford Foundation Commission has recommended that educational institutions revise their testing and grading procedures to reflect and enhance the value-added system."

-Walter Mercer

CHAPTER THREE

ADMISSION

The admissions process is a critical juncture for most students. Unfortunately, the admissions process begins long before a student reaches the age for entering a college or university, when African Americans "attend relatively poor schools, are more frequently enrolled in the non-academic tracks of their high schools, have lower levels of academic achievement and often drop out altogether" (Nettles, 1991, p. 8). These fundamental problems are then compounded by the other issues related to minority admissions which will be discussed below.

BARRIERS

There are two primary barriers to college and teacher education admissions for African American students. The first has to do with the use of standardized test scores for admission to college and further admission into upper level teacher education programs. The second concerns the problem of rising tuition costs coupled with reductions in financial assistance. Both conditions contribute significantly to the decline in the number of African American teachers documented earlier.

Testing

Despite evidence that paper and pencil tests do not predict the ability to teach, most states rely heavily on this assessment method at various points along the way to gauge the competency of individuals entering the teaching profession. The state of Florida is an example of a state with extensive testing requirements, beginning in elementary school and continuing all the way through higher education and into the teaching profession. According to Smith, Miller, & Joy (1988), "the typical Florida high school student who aspires to teach eventually must pass

pass six competency examinations or assessments along the career path from high school to permanent certification. These testing hurdles include a functional literacy examination required to receive a regular high school diploma, college entrance examinations required for admission to many colleges and universities (and later serving as a requirement for entering teacher education programs), junior-year testing in community colleges and universities, exit testing to qualify for a provisional teaching certificate, and competency assessment in the Beginning Teacher Program" (p. 45). Testing requirements such as these contribute to the dwindling supply of minority teachers since, according to the Quality Education for Minorities Project (1990) "issues relating to language, bias, and preparation call into question the value of standardized tests in judging the abilities of many minority students. Nor do such measures take into account the interpersonal skills, language abilities, reasoning abilities, and other talents that students will use in the real world. However, the tests do give us a glimpse of the disparities that exist in test-taking abilities of white and minority children and indicate the failure of the educational system to address these and other flaws in the educational experiences of minority children" (p. 19).

The testing problem actually begins far earlier than high school. African American students are already scoring significantly lower on performance measures than white or other minority cohorts by age nine. Recent Mathematics National Assessment of Educational Progress (NAEP) scores point out the differences, as illustrated in Figure 9.

Figure 9
Ethnic Group Comparisons in Recent Administrations of the National Assessment of Educational Progress

1990 Mathematics Assessment Means

	African Americans	American Indians	Whites	Asians	Latinos
Age 9	194.0	211.0	223.0	228.0	201.0
Age 13	241.0	248.0	272.0	285.0	248.0
Age 17	270.0	290.0	301.0	315.0	278.0

Mathematics Proficiency Scale

Level: 150 = Simple arithmetic facts
200 = Beginning skills and understanding
250 = Basic operations and one-step problem-solving
300 = Moderately complex procedures and reasoning
350 = Multistep problem-solving and algebra

Source: Nettles, 1991, p.10

One reason for such a discrepancy in test scores between minority (other than Asian) and white students may be the inequitable distribution of education's human resources:

> Our educational rhetoric champions the proposition that "all children can learn." Yet our educational practice frequently traps low-income and minority students in dead end tracks, taught by our least able or prepared teachers. Indeed, a recent RAND study showed that low-income students were far more likely to be taught science or mathematics by an unqualified teacher (teaching out of field) than their more advantaged suburban counterparts (Recruiting New Teachers, Inc., 1993a, p. 33).

Another study showed that teachers in predominately minority schools were "the least experienced, held the most emergency credentials, and were likely to be out of their fields" (Quality Education for Minorities Project, 1990, p. 43).

The Quality Education for Minorities Project (1990) reports that minority student problems may begin very early.

> Many minority and low-income children begin school without the learning and social skills required to succeed in the present system. In the earliest years of school, children are separated by perceptions of their abilities. Teacher expectations are often low for our [African American] children, particularly those with cultural and language backgrounds or preparation at home different from those of the teacher. "Ability" testing of children can begin as early as the pre-kindergarten level. Minority children are frequently placed in low-ability or remedial tracks, from which it is nearly impossible to escape.
>
> By third or fourth grade, minority and non minority achievement levels begin to diverge. At this point, minority children are more frequently placed in low-ability classes and are more likely to be placed in classes for the educable mentally retarded and other special education classes. Although similar experiences frequently happen to the children of poor whites, it happens disproportionately more often to our [African American] children (pp. 17-18).

By middle school, students are being directed toward academic, general, or vocational tracks. Getting minority students into academic tracks becomes crucial at this point because the possibility of their being prepared to enter college becomes remote if preparation does not begin at this level. Yet already "by the middle school years, test scores show on average that minority children are a year or more behind" (Quality Education for Minorities Project, 1990, p. 18). Counseling, developmental courses, role models, and test preparation all play a part in the process of directing minority students into academic areas. Stimulating interest in academic track courses and providing a thinking-oriented rather than fact-oriented approach helps students develop and maintain an interest in college prep activities.

The problem of minority students not taking an academic curriculum continues into high school. "A higher percentage of white students take academic curricula than non-Asian minorities, and their average test score differences reflect that; students who take academic curricula tend to have higher scores. According to ACT, only 42 percent of African Americans. . . compared with 48 percent of white college-bound seniors, take academic curricula in high school" (Nettles, 1991, p. 13).

Meadows, Anglin, Barton, Hamilton, & Padak (1991) contend that these differences in the substance of education have grave implications for educational achievement and later education and career choices. Some examples include:

1. Black students are disproportionately more likely to be enrolled in special education programs and less likely to be enrolled in programs for the gifted and talented;
2. At the high school level, blacks are over represented in vocational programs and underrepresented in academic programs;
3. In addition, black students enrolled in vocational education programs are enrolled earlier and more extensively in programs training for low status occupations than are white students;
4. Among college-bound seniors in 1981, most black students had taken fewer years of coursework in mathematics, physical sciences, and social studies than their white

counterparts; and

5. Students in low-income and predominantly minority schools have less access to microcomputers and teachers trained in the use of computers (pp.10-11).

Because of this, "by the end of high school, a three- to four-year achievement gap between minority and non-minority youth has opened on tests such as the National Assessment of Educational Progress (NAEP), which measures the ability of students to use knowledge. By age 17, the average minority student achieves at a level equivalent to that of white 13-year-olds, according to the NAEP" (Quality Education for Minorities Project, 1990, p. 18).

In order to graduate from high school, Florida students must pass the High School Competency Test (HSCT), formerly known as the State Student Assessment Test (SSAT-II), which is a "high school diploma" test designed to measure the application of basic skills to everyday life. The test is given in the student's tenth grade year and students have five opportunities to pass it. If the student does not pass, he or she is issued a certificate of completion rather than a diploma. The impact of this test is very "relevant to the minority pool of high school graduates who might be recruited into teaching. Data from 1977 through 1986 show that the passing rate on the SSAT-II (the HSCT predecessor) for minority test-takers has been consistently lower than that of white test-takers on both the communications and mathematics subtests. On the March 1987 administration of the test, 75 percent of the black first-time test-takers passed the communications section, compared to 92 percent of the whites. At the same time, 65 percent of the blacks and 89 percent of the whites passed the mathematics section" (Smith et al., 1988, p. 46). Although most students do eventually pass the test, minority students are disproportionately represented among those who ultimately fail.

The next hurdle to college admission is the SAT or ACT test. Students have several options for entering college (and eventually the teacher education major). They may enroll in one of the nine public universities, enroll in a private college or university, enroll in one of the 28 public community colleges, or enroll in a private junior college. According to the American Association of Colleges for Teacher Education (1993), in order to be admitted to the teacher

education major applicants must score in the national 40th percentile or above on either the SAT (a combined score of 840) or the ACT (a score of 20 on the enhanced test). And, once again, test scores for African American students show that another barrier has been placed in their way. Figure 10 below shows that both male and female African Americans score lower than any other group on the verbal and mathematics sections of the SAT as well as on the total battery.

Figure 10
1993 Ethnic/Gender SAT Scores

	Verbal		Math		Total	
	F	M	F	M	F	M
White	440	447	472	518	912	965
Asian	411	419	512	559	923	978
African American	354	353	379	400	733	753
Mexican American	369	380	408	451	777	831
Puerto Rican	363	373	391	432	754	805
Latin American	379	390	412	460	791	850
Native American	396	404	427	469	882	873
Other	419	426	453	504	872	930
All	**241**	**248**	**272**	**285**	**248**	**201**

Source: College Board, College Bound Seniors: 1993 SAT Profiles, National Ethic/ Sex Data

Some students attempt to by-pass the need for immediately taking the SAT or ACT by first entering one of Florida's public community colleges, which do not require an admission test. However, in order to transfer from a community college to an upper level institution, a Florida student must pass the College Level Academic Skills Test (CLAST). This is a four-part test covering computation, essay, reading, and writing and is designed to assess the attainment of sophomore-level skills. According to Smith et al. (1993):

> Since the beginning of CLAST testing, passing rates for minority groups have been consistently lower than passing rates for white students. Lower passing rates have been

> paralleled by a general trend of fewer blacks and Hispanics sitting for the examination each year and appear to be directly related to the periodic raising of the cutoff test scores. . .No matter how sophisticated teacher education recruiting programs are at the state universities, it will be difficult to overcome the effects of such testing on the enrollments of blacks (pp. 47-48).

In order to attract minority students, the state of Florida allows for up to ten percent of admissions to teacher education programs to be individuals who do not meet minimum requirements. Smith et al. (1988) reported that since only about 900 African American students in the entire state met SAT/ACT teacher education admission requirements, the ten percent exception rule should provide an excellent avenue for bringing in otherwise qualified African American students. This, however, does not appear to be happening. In 1986-87, only 78 Florida students (2.4 percent) were admitted on the exception policy. Of these, 53 (68 percent) were white, 14 (18 percent) were African American, and 11 (14 percent) were other minorities. According to Smith et al. (1988) under use of the exception policy may have resulted from the limited number of students making formal application for admission under the exception policy or from the reluctance of Colleges of Education to apply the rule for fear of losing program approval (80 percent of the graduates must pass the Florida Teacher Certification Exam (FTCE) taken near program completion).

Although the information related to assessment may be discouraging, the issues discussed should not be taken to indicate that tests or assessments should be eliminated. Particular populations may require diverse approaches, but neither educators nor society should lower the expectations that teacher candidates who have completed rigorous preparation programs can ultimately teach well (Hatton, 1988). Some of the ways to do this will be discussed in the *"Promising Practices"* section of this chapter.

Financial Aid

Economic factors can play a large part in dissuading minority students from pursuing higher education. Minority students come disproportionately from the lower socioeconomic strata. Nettles (1991) reports that nearly 50 percent of African Americans live in poverty compared to only 15 percent of their white peers. Since socioeconomic status, quality of schooling, and academic achievement are interrelated, the socioeconomic status of African American students can contribute in several ways to making college life financially impossible, thus providing little incentive for making the necessary academic preparation for college admission. Because of this "a large part of the minority college-ready pool is going into the military. For economically disadvantaged kids, an immediate paycheck has lots of appeal. There is also a perceived decline in the availability of financial aid. If a student belongs to a minority group, the chances are that he or she will get a loan rather than a grant. That means that the students will come out of college with a disproportionately high debt burden and disproportionately low-paid job offers" (Education Testing Service, 1988, p. 4).

Another economic factor dissuading minority students from entering college is dwindling scholarship and grant money, which leaves loans as the primary way to finance a college education. According to ETS (1988), a decade ago loans made up only 17 percent of all aid, with grants and scholarships making up the other 83 percent. By the late 1980s, the ratio was 50:50. Many minority students feel that they will not earn enough additional money in jobs after graduation to justify the cost of the education they receive. Some may enter the job market with debts of $10,000 or more, but African American "full-time employees with five or more years of college earn nearly $7,000 less than their white counterparts" (p. 5). This makes paying back the loans even more difficult.

Another cause may simply be a lack of knowledge about scholarships that are available. A survey conducted by Recruiting New Teachers, Inc. (1993b) indicates that high school students are often unaware of state-sponsored scholarships for teaching unless they specifically request such information from their school's counseling office. In addition, scholarship funding

is sometimes distributed directly to the financial aid departments at universities -- not to students -- and many of these scholarships are available only to freshmen.

Financial aid problems continue to plague minority students even after admission to the university. Due to dwindling scholarship money, many minority students have to work while in college to support themselves. Since it is very difficult to work and carry a full load of classes, these students often take less than a full load and so take longer than the usual four years to graduate. This, in itself, can create additional financial burdens as housing and other living costs contribute to the already heavy tuition and book costs.

PROMISING PRACTICES

The schools participating in Florida's TEAM project use a number of different ways to assist minority students with admission problems to the teacher education programs at their various institutions and with financial aid while enrolled.

> A value-added admission system is one in which students are admitted and evaluated on the basis of their potential for learning and growth rather on their past achievements as indicated by grades and test scores. The Ford Foundation Commission has recommended that educational institutions revise their testing and grading procedures to reflect and enhance the value-added system. Such a revision would require, first, that current normative or relativistic measures be replaced by measures that assess the learning and growth of the individual student, and second, that these measures be administered periodically to assess the individual's growth over time.
>
> Another recommendation of the commission is that educational institutions enlarge their concept of competency measures to include the assessment of growth in the non-cognitive realm: personal development, interpersonal skills, and self-esteem. The commission has also recommended that educational institutions use standardized tests for course placement, evaluation, and counseling in addition to the selection and screening of students (Mercer, 1993, p. 97).

Testing

At the **University of Florida**, an awareness of the barriers posed by grade point averages, ACT/SAT scores, and CLAST scores has prompted TEAM administrators to identify students who exhibit positive teacher qualities and help these students find alternative entry procedures, along with the regular entry procedures, so that these students do not fall through the cracks or become discouraged. Although they do not want to overwhelm potential students with details, once a prospective student is identified TEAM staff members are tenacious: they make many phone calls and write several letters to the prospective student, including with the letters brochures, pamphlets, and any applicable materials sent from the state department of education; talk with family members as needed to give support and information; send information to high school counselors; build student self-esteem; invite TEAM graduates back to talk with Support Groups; and make themselves available for personal conferences, if needed.

Florida A&M University focuses on ACT/SAT scores. The program allows a student to obtain a composite score from various administrations of these tests. The TEAM program helps students who need time to complete the requirements in parts. Assistance is provided to students who have not passed the ACT/SAT, or the CLAST, as well as to students who have not determined the major they wish to pursue (with the hope that they will choose to enter the teaching profession). Test preparation workshops focus on the following objectives:

1. To increase participants' motivation to do well on the SAT/ACT;
2. To enhance participants' abilities to identify their personal SAT or ACT-related strengths and weaknesses;
3. To increase participants' familiarity with SAT/ACT specific test-taking strategies;
4. To increase participants' familiarity with the components, content, and types of questions included on the SAT/ACT;
5. To enhance participants' overall SAT/ACT performance;
6. To enhance participants' test-taking confidence.

Florida A&M has also proposed a competencies assessment mastery model as an alternative teacher education admission criterion. To be accepted into the teacher education program, students who scored lower than 835 on the SAT or 17 on the ACT would have to successfully complete a set of exercises based on the competencies/qualities listed below:

Leadership - the ability to take charge, to direct and coordinate the activities of others, to maintain control of situations and others.

Sensitivity - the ability to be sensitive to the needs and feelings of others, to develop rapport and trust and accept interpersonal differences.

Oral and Written Communication - the ability to clearly express and present information both orally and through written measures.

Organizing and Planning - the ability to systematically structure tasks, plans, and objectives, to establish priorities, and to classify and categorize information.

Perception and Analytical Thinking - the ability to identify, assimilate, and comprehend the critical elements of a situation and to attend to details of a problem.

Decision Making - the ability to use logical and sound judgment in choosing a particular course of action.

Flexibility and Adaptability - the ability to alter normal posture with the presentation of additional information and to appropriately change courses of action dictated by changes in the situation (Mercer, 1993).

At **Florida State University**, an examination of institutionally imposed admissions barriers led to the identification, analysis, and change of a number of barriers. As TEAM attempted to assist students seeking admission to programs of teacher preparation, it was discovered that requirements for admission to specific teacher education programs differed depending upon the source of information. Within the first year of TEAM's operation, the information provided by program offices, the Bulletin, and the advising offices on campus agreed with each other.

Additionally, it was discovered that admission policies that would have benefited minority students were not being carried out. Although important admission policies and procedures had been changed during the 1980's (racial/ethnic information was added, GPA "rounding" procedures were clarified, and locus of decisions were specified), in 1989 it was determined that many clerks were still operating under earlier directives that often were detrimental to minorities. Monitoring of these procedures resulted in the revised policies actually being implemented and in pointing out the importance of assuring that the people involved in carrying out policies actually understand and implement them.

It was also discovered that when a student applied for admission to a particular program in the university but did not meet program level admission requirements, the student was sent a flat letter of rejection from the University, even though he/she might have qualified for admission to another program. Now a committee screens all applications and letters sent to students state that they did not meet admission requirements for the program they requested but lists other programs within the university for which they do qualify.

At the **University of North Florida** the TEAM coordinator meets with all participants prior to their College of Education application process. This early advisement determines whether the applicant will apply for the ten percent exception rule or use the regular admission process. Freshmen who have declared education as their major are provided with tutorial assistance in addition to academic monitoring to remove deficiencies before formal COE application. Those who apply at the junior level under the exception rule are given a letter from the Dean allowing them to take their major program of studies on a probationary basis, rather than having to withdraw.

Financial Aid

In Florida, prospective students who have demonstrated the potential for success in college are offered a variety of financial aid work incentives to enroll in Florida universities and pursue studies in programs in professional education. Qualified candidates are recruited with a

variety of incentives, including scholarships, loans, grants, and part-time employment opportunities with funds provided by federal, state, public, private, and institutional sources. Among the packages of incentives are (1) federal and state grants and loans such as the Supplemental Education Opportunity Grants, (2) Perkins loans, (3) Guaranteed Student Loans, (4) Florida Student Assistance Grants, and (5) the Critical Teacher Shortage Scholarship Loan Program sponsored by the Florida Department of Education Office of Financial Assistance. Also included in the incentives are college work-study jobs and special scholarships. The state has also made available to teacher education students a series of specialized financial assistance programs. These include (1) the Florida Teacher Scholarship Loan, (2) the Florida Teacher Tuition Reimbursement Program, (3) the Florida Student Loan Forgiveness Program, and (4) the Chappie James Teacher Scholarship Loan.

The Ford TEAM project does not attempt to duplicate financial aid, but does provide some direct financial assistance to critical needs students. Some examples of the ways institutions use the 40 percent of their budget which is allocated for student support are discussed below.

The **University of North Florida** requires all students selected for participation in the TEAM project to complete a financial aid packet. When a student has been determined eligible for financial assistance he or she may be helped in a variety of ways. Some participants are placed in work-study positions in offices on campus and in public schools as a means of financing ongoing educational expenses during the semester. Other students are awarded tuition and textbook stipends providing they agree to surrender the textbooks for those courses to the TEAM office to be used in the Textbook Exchange Program. Project TEAM also provides housing for the summer internship pilot project.

At **Florida State University**, a Student Tutors for At-Risk Students (STARS) program provides both work-study funding and an opportunity for teacher education students to spend time in classrooms. FSU STARS seeks to match college student tutors with "at risk" students in the local schools. To become a STARS tutor, a student has to dedicate at least three hours of

his or her time weekly, on a semester basis, to working with a child. Tutoring includes both academic subjects and building a child's self-esteem by serving as a role model of success.

In all instances of the utilization of financial resources, the following guidelines are followed:

1. Financial support is concentrated at the points of entry into an institution's program of teacher preparation;

2. Master's and Doctoral candidates with the potential of being future educators are used as project staff whenever possible;

3. Financial support may include fees and books for all students who are not covered by other resources;

4. Student support in the form of work, work-study positions, fees, books, and/or scholarship grants is distributed based upon need;

5. The use of financial support complements and supplements existing sources; it does not replace or displace these monies;

6. Loans and non-educational work positions are replaced first;

7. Institutional financial aid office procedures and policies serve as guidelines.

Additional methods for increasing minority student admission into programs of teacher education include:

1. Increased contact with personnel at community colleges in relation to admission requirements;

2. Awarding of tuition waivers through special arrangements with financial aid officers;

3. Effective use of the ten percent admission exception rule. One example from Florida State University illustrates this point. In 1988, **NO ONE** was admitted to teacher education programs at FSU using the ten percent exception policy. Minorities and other students were adversely affected by the decision not to use the exception. When the "non-use" was discussed, the individuals involved were quite proud of the fact that "standards were being maintained" and

that no marginal students were being admitted. Exceptions are now being used on a regular basis.

These admissions policies and use of money in this way have contributed to TEAM's success in increasing the pool of qualified minority candidates for the classrooms of Florida.

POLICY IMPLICATIONS

Legislative Policy Implications

- Utilize one common application form for all state universities.
- Provide for high quality non-traditional college admission based on sliding scales of test scores, coupled with socioeconomic status to predict a student's ability to succeed in college.
- Provide for college admission based on student portfolios and other alternative assessment data instead of student test scores and grade point averages.
- Provide a variety of scholarships and loan forgiveness programs for qualified minority students who plan to enter teaching and who meet academic qualifications but lack financial resources.
- Provide financial incentives to students at an early age to motivate minority students to achieve academically and be prepared to enter college.
- Provide for payment of tuition and fees for students who fall below a specified family income but who meet college admissions requirements.
- Require colleges and universities to set appropriate and measurable goals for enrolling and graduating minority students.

Institutional Policy Implications

- Provide improved guidance for minority high school students in college admissions and financial assistance.
- Use several ways to assess each student's potential for success in college admissions decisions.
- Review program denial notification so that students are not totally denied admission to the university, but are given options for which they do qualify.
- Develop articulation agreements between community colleges and colleges and universities for transfer of course credits and field experiences.

Chapter Four

RETENTION: VALUE ADDED SUPPORT

A value added approach to pre-professional experiences essentially "takes students from where they are to where they want to be through a variety of interventions designed to improve academic and study skills, student self-esteem, leadership capacity, and individual and group problem-solving skills."

-Recruiting New Teachers, Inc.

CHAPTER FOUR

RETENTION: VALUE ADDED SUPPORT

"It should be kept in mind that enrollment is not graduation: attrition continues to plague our [African American] students. . .It is clear that the higher up the educational ladder one climbs, the fewer black, brown, or red faces one sees" (Quality Education for Minorities Project, 1990, p. 21).

One reason for this high attrition rate may be that African American students, "both at the undergraduate and graduate levels, do not enjoy the same quality of educational experiences that white students receive. . .black students receive lower grades, have less interaction with faculty, and feel that colleges are socially discriminatory. . .black discontent with undergraduate education has been overlooked because experts tend to focus on quantitative rather than qualitative equality in higher education. As long as the numbers were improving. . .the quality of life was ignored" (Nettles, 1988, p. 5). As a result, while the number of minority students entering teacher education has been gradually improving, the gap between access, completion rates, and entrance into teacher education of minorities has continued to widen.

The institutions which have had the most success in attracting and retaining minority students are those whose support services focus on both the academic and social needs of students. Known as value added components, these support systems are designed to improve and/or strengthen the attitudes and performance of the targeted group. Generally, activities which provide an avenue for students to network with staff, faculty, and peers, prove to be confidence builders for students and provide a sense of trust. Recruiting New Teachers, Inc. (1993b) states that "the foundation for all these programs and their various activities. . .is trust.

treating student participants as adults, offering them responsibility, and holding them accountable for living up to that responsibility" (p. 29).

A value added approach to pre-professional experiences essentially "takes students from where they are to where they want to be through a variety of interventions designed to improve academic and study skills, student self-esteem, leadership capacity, and individual and group problem-solving skills" (Recruiting New Teachers, Inc., 1993b, p. 46).

BARRIERS

A number of barriers to minority student success in undergraduate and graduate programs exist. These barriers appear to cluster in four primary areas: (1) economic hardships, (2) lack of support in the college environment, (3) increasing overt racism among students on college campuses, and (4) issues related to faculty. Because of the extensive discussions in chapter three of economic hardships and the programs in place to provide assistance in that area, this chapter will focus on the other three issues.

Lack of Support

The problems that many African American students have in academic areas often lead to problems in other areas such as self-concept, realistic self appraisal, and the ability to set long-term as opposed to short-term goals. All of these can negatively impact a student's ability to adjust to and succeed in college. Additionally, African American students attending predominately white institutions may lack a support group that understands the covert culture that exists on campus. Colleges and universities do not typically offer students guidance and support in these areas, thus putting African American students at a disadvantage.

In a doctoral dissertation related to the relationship between noncognitive variables and academic performance for African American students, Gardner (1992) discussed self concept:

> Sedlacek et al. (1976), in reviewing the noncognitive predictor studies for minorities, identified positive self concept as one of seven key noncognitive variables. They defined

> it as confidence, strength of character, determination, independence, and strong self feeling. Pfeifer & Sedlacek (1974) noted that good self concept for black American students may appear considerably different from their white counterparts just by the nature of their different cultures. The personality profiles were different, for black students who received high grades, from those of white students. Black American students appeared to be atypical and experienced in taking less common paths towards academic success. . . "
>
> McNairy (1985) emphasized the importance of self confidence in the academic performance of black American students. When academic performance behavior is associated with success, an internal locus of control could lead to a higher level of self confidence and self efficacy (Gurin, Gurin, Lao, & Beattie, 1969). One's degree of confidence, or strength of self-efficacy (Lent, Brown, & Larkin, 1984), is measured by how the environment responds to one's efforts (McNairy, 1985). If academic performance behavior is associated with frequent failures, then it could lead to self blame and faulty cognitions, based on taking responsibility for one's failures, when in fact the failure could be tied to real external situations (Gurin et al., 1969) (pp. 9-11).

In terms of realistic self-appraisal, defined as recognizing and accepting any academic or background deficiencies and working hard at self development, it is important that African American students be aware of the expectations colleges and universities have of their students as well as their own expectations of the college. According to Gardner (1992), "if these two are compatible, then academic integration will be easier. If they are not, then it is up to the student to seek out the necessary resources to close the gap in order to enhance academic performance" (p. 13). Tied to this issue of closing the gap between expectations is the fact that African American students often lack a support group that understands the cultural mores and expectations of the college or university, thus compounding the problem.

An additional factor that African American students may need assistance with relates to long-range goals versus short-term needs. Gardner (1992) tells us that

> grades tend to be the most visible form of reinforcement in education. They represent an extrinsic reward for the student's participation in the college and in that sense become a reflection of individual ability and a symbol for the institution's preference for a particular style of academic performance (Tinto, 1975). Since the reinforcement system is so random for many black American students, many have difficulty understanding the relationship between current work and the ultimate practice of a profession (Sedlacek et al., 1990). . .The black American student who is not prepared to accept delayed reinforcement will have a great deal of trouble academically, given all the other adjustments that need to be made (pp. 16-17).

Overt Racism

In a review of the past 20 years of undergraduate student experiences and performance, Smith (1990) found only a small amount of research that addressed the problems and issues of any minority group's experiences in the nation's colleges and universities. But the experiences of non-Asian minorities tended to be inferior to those of the majority students attending the same institutions. Findings of the research literature indicated that "the climate for minorities on campus is more alienating than involving. On more and more campuses, racism and racial hostility are no longer thinly disguised. Sadly, on many campuses racism is a fact of life" (Nettles, 1991, p. 22). Equally disturbing is the finding that "regardless of the dimensions of student diversity, the more students differ from the clientele a campus has traditionally served, the less likely they are to graduate" (Richardson, Matthews, & Finney, 1992, p. 3).

One contributing factor to the problem, says Warren (1989) may be simply a difference in how minority and majority students define integration: "Many blacks see integration as a kind of peaceful coexistence where they perform academically as best they can and make their own decisions about how involved in campus life they will become; yet many whites see integration as total immersion of selected blacks into their mainstream" (p. 56). According to Warren , since it is natural for students to seek out and find comfortable social niches, particularly within

large institutional settings, practitioners need to recognize this need but help establish bridges between these social groups on campus. Otherwise, a tremendous number of students on our campuses will feel excluded from campus activities on the basis of race/ethnicity. Hurtado, Dey, & Trevin (1994) report that "fully one-half of the African American students feel excluded. In contrast, only 6 percent of the white students feel excluded on a similar basis" (p. 17).

Hurtado et al. have found that overt hostility is also an issue. In their 1994 study, they report that "about one out of every three African American and Asian Americans were insulted or threatened by other students due to their race" (p. 17). The Quality Education for Minorities Project (1990) reports similar findings: "Sixty percent of all blacks find that racism intrudes upon their daily lives and a recent survey showed that 79 percent believe that racial attacks could happen to them" (p. 29). According to Ayalon & Oheneba-Sakyi (1994) this hostility stems from a continuation of racial prejudice. Although beliefs in the racial inferiority of blacks have been decreasing since the 1960s, a 1990 survey by the National Opinion Research Center revealed that 53 percent of whites believed that in comparison to themselves, blacks are "less intelligent, less hard working, more violence prone, and less likely to be economically self-supporting" (p. 2).

The classroom has its own set of ironies, as the following scenarios from Doston & Bolden (1991) illustrate:

1. White institutions actively recruit non-traditional students for graduate programs; once such students enroll they are often made to feel unwelcome.
2. Black students who do speak up often find themselves labeled by their peers and professors as either racist themselves or overly sensitive to certain issues.
3. Many professors simply assume that all black students have difficulty conceptualizing and writing well. When the assumption turns out to be mistaken in many cases, the professors often feel threatened and cannot overcome their inherent bias, even to reward good work with appropriate high grades (p. 84).

Until this kind of thinking can be eradicated, African Americans will continue to feel the effects of overt racism on our college and university campuses.

Faculty Issues

It is well known that colleges and universities have cultures and expectations of their own. Therefore, it is important for African American students attending predominantly white institutions to attain social integration through interactions with college faculty and administrative personnel during the first semester or so or to have a social support network in place to call upon in times of need or crisis (Tinto, 1975). However, African American students tend not to have close or strong relationships with white faculty and staff members (Gardner, 1992) due, in part, to the absence of supportive African American faculty role models and in part to the African American students' apparent discomfort in seeking assistance from white faculty as documented by Wilson & Justiz (1993).

> Only 9.6 percent of all full-time faculty members are minorities. Since many of these are located at historically black institutions, the representation at predominantly white institutions is actually much lower. Minorities make up only 8 percent of the full-time faculty at white institutions, and just 2.3 percent of these faculty are black. Many of these minority faculty members are to be found in ethnic studies, equity, remedial and compensatory programs, and bilingual education (p. 80).

The African American student "who has a supportive person of strong influence available may more likely demonstrate successful academic performance behavior than those who do not" (Gardner, 1992, p. 16), so the lack of interaction can also become a factor in poor academic performance, thus compounding the problem.

The faculty role in graduate programs can become even more of a factor in blocking student success. Educational Testing Service (1988) quotes researcher Beatriz Chu Clewell, who reports that:

> Minority students often have a more difficult time establishing the relationships with professors necessary to do the things that are important to a graduate education: conducting research, attending professional meetings, and publishing in scholarly journals.
>
> At graduate schools, the departmental climate is more important than the institutional one. If the climate is hostile -- if some departments feel minorities are accepted only because of affirmative action and view them as a threat to academic standards -- then graduate school can be devastating (p. 7).

Indeed, school in general can be devastating to African Americans who can face environments which include overt racism, lack of academic or social support, and faculty who are unable or unwilling to serve as role models and mentors. However, there are a number of programs in place in the institutions involved in the TEAM project which acknowledge that these problems exist and provide means of overcoming them.

PROMISING PRACTICES

Nettles (1991) identifies the following student indicators as important to consider in assessing the quality of student life on campus:

> participation in honors and other programs that provide privileges, prestige and status;
>
> satisfaction with faculty, administrators and the academic and student support services of the institution;
>
> their peer relationships;
>
> academic integration or relationships with faculty inside and outside of classrooms;
>
> social integration or involvement in campus social life;
>
> feelings about the existence of racial discrimination on campus;
>
> feelings of equity and inclusion in all aspects of campus life (p. 21).

Historically, white students have reported more satisfaction on these indicators than have minority students. However, institutions that have made concerted efforts to serve a more diverse student population have been able to improve enrollment and graduation equity and student satisfaction. According to Richardson et al. (1992), these institutions have the following characteristics in common: "higher levels of administrative commitment, greater use of strategic planning, careful attention to institutional climate for underrepresented populations, and greater emphasis on staff diversity. They also reported more extensive and systematic use of strategies to reduce barriers to participation, to help students achieve high expectations, and to make learning environments more responsive to student diversity" (p. 3).

The schools involved in the TEAM project have initiated many value added programs and practices in the two broad categories of student support (both academic and social) and faculty involvement. As discussed in chapter three, economic assistance programs are also in place. Recognizing that persistence for African American students is significantly related to noncognitive factors such as academic self confidence, realistic self appraisal, and academic familiarity, the TEAM institutions provide support groups where self confidence is nurtured and academic and social integration is encouraged.

Academic Student Support

The TEAM programs have identified a number of initiatives which are proving successful in providing necessary academic support to students.

Training to Achieve Higher Test Scores

In this test-taking skills component of student support, students benefit from practicing simulated tests that feature assistance with responses and timed sessions as options to increase opportunities for quality performance. Ansah (1988) has indicated that students exposed to workshop-related content skills, techniques, and methodologies always out score those who take the tests without preparation of this nature. He states, "test-wiseness is not the same as teaching

to the test or teaching material to be covered by the test. . .Furthermore, test-wiseness does not depend on the testee's knowledge of the subject matter being tested. Strategies for teaching test-wiseness include use of time, avoidance of errors, use of educated guesses, deductive reasoning, and the ability to utilize cues from the stems of test questions. . .Test-wiseness is therefore an attempt to equalize opportunities for passing standardized tests so that students are not differentially rewarded or penalized by the characteristics of the test" (pp.192-193).

The ACT workshop at **Florida A & M** is fairly typical of workshops offered at most of the TEAM schools. This workshop focuses on the following objectives:

1. To increase participants' motivation to do well on the ACT;
2. To enhance participants' abilities to identify their personal ACT-related strengths and weaknesses;
3. To increase participants' familiarity with ACT specific test-taking strategies;
4. To increase participants' familiarity with the components, content, and the types of questions included on the ACT;
5. To enhance participants' overall ACT performance;
6. To enhance participants' test-taking confidence;
7. To reduce participants' test anxiety.

Similar workshops, as well as computer software, are available for the GRE, SAT, and CLAST examinations.

Time Management and Pacing of Program of Studies

Bethune-Cookman College offers students assistance in time management and pacing of their program of studies. The program provides mentors who assist teacher education majors in scheduling their course of study for academic and personal success. This assistance includes monitored schedules of extracurricular and social activities. Additionally, mentors provide input to administrators for scheduling options. For example, students who participate with college-sponsored music groups need to complete classes by 4:00 p.m. daily; therefore, their field

experiences normally require placement on Tuesday and Thursday mornings. By being aware of the needs of students, these mentors can work with administrators to assure that students' needs are met.

Presentation Skills Assessment and Training

The ability to present effectively in front of groups is critical for teacher education majors; therefore, several of the TEAM schools focus on this skill. **Bethune-Cookman College** emphasizes two separate areas related to presentation skills. The first involves actual speech evaluation provided under the leadership of the Humanities area of Speech Communication. The second involves oral presentation and delivery training, which is addressed through seminars and workshops. In addition to training for audience presentation, teacher education majors are coached in oral communication during interviews, teacher-pupil, teacher-teacher, teacher-parent, and teacher-principal conferences.

At the **University of North Florida**, students practice the skills learned in workshops by giving presentations to high school students from various county schools.

Computer and Technological Assistance

Most of the TEAM schools encourage their students to use the computer laboratories and technicians typically provided by the College of Education. In addition to drill and practice programs for honing test-taking skills, students at **Bethune-Cookman College** are provided training in use of the computer to enhance teaching in elementary and secondary classrooms. To ensure that prospective teachers have skill in diverse instructional delivery modes, special non-print medial training is also provided.

Edward Waters College provides a course on computer-assisted instruction, which includes instruction on the use of computers and a requirement that students complete several computer projects designed to improve basic skills.

Monitoring Candidates' Programs

All member schools in the Florida TEAM Consortium utilize a management information system known as SETS (Student Evaluation and Tracking System). Conceptualized by TEAM coordinators and brought to reality by Fishback & Associates, Management and Educational Consultants, SETS started as a simple database system and has now evolved into a sophisticated management system.

SETS interactive database system is a menu-driven system written in dBase IV. The database system has one record for each participating student, with 110 fields of information for each record. SETS is designed to perform the following functions:

1. Identify potential educators;
2. Qualify potential educators;
3. Identify strengths of the individual students in the program so that assistance can be obtained;
4. Identify deficiencies of students in the program so that assistance can be obtained;
5. Track individual students throughout their university education;
6. Provide statistics and management information to the various participating universities.

SETS permits diagnosis and analysis of student profiles at the point of admission. There are currently nine data points in these profiles for program activities. In addition, SETS is able to monitor progress through the program and identify value-added activities of potential use to other students. Using the information generated through SETS, it is possible to provide progress reports to students as well as their academic advisors and mentors. This feedback is an essential component for student motivation and progress.

Evaluation is carried a step further at the **University of Florida**, which conducts monthly evaluation sessions with students. These sessions are designed to assist students to understand the importance of developing goals and working toward the completion of their goals. An additional purpose of the evaluations is to make sure that students realize that they will be

evaluated when they enter the job market. Evaluations are held monthly and the performance of the students is rated on a scale of one to ten, with one being low performance and ten being high performance. Students are given the opportunity to suggest methods as to how their talents could be used more effectively. Through the evaluation procedure, the performance of students has greatly improved.

Remedial and Developmental Assistance

Florida State University's Tutoring for A's Program helps reinforce one of the TEAM affirmations: "Seek help before you need it." Students needing individualized assistance in course work, which is not readily available on the FSU campus, are provided tutors by the FSU TEAM project. Students who need assistance may be referred by a support group facilitator, a faculty member, or another student. The project has had a successful record in connecting TEAM students with talented tutors within the student body. Project personnel are extremely pleased when they are able to provide TEAM students as tutors for each other. This encourages a bond, support, and camaraderie that extends beyond the tutoring sessions and exemplifies an attitude to be nurtured in the teacher education profession.

Matching students with tutors is a deliberate process. Tutors come to the program through recommendation and academic approval. They provide written and verbal reports on students' progress. Students being tutored also provide feedback on the tutoring sessions. The process insures a "goodness of fit" for both tutor and tutee.

In addition to receiving help from tutors when they need it, TEAM students at both **Florida State University** and the **University of North Florida** serve as tutors for other students needing assistance. These programs provide undergraduates with early teaching experience for college credit. Tutoring is provided in academic subjects and in building a child's self-esteem by serving as a role model of success.

Work-Study Positions

Several of the TEAM projects have work-study programs similar to those found at the **University of Central Florida** and **Florida State University**. Students with critical economic needs who desire financial support are provided with work-study and support positions within the TEAM office, the College of Education, and local county schools. According to Bell & Kysilka (1991) "each student in the project who is not engaged in junior or senior student teaching is provided work-study support in an educational setting. Positions include teacher assistants, tutors in elementary schools, and student assistants in the college. Each student is paid $5.00 an hour for up to 15 hours a week. For students engaged in junior or senior student teaching, a small stipend is awarded to each student to help defray the costs of going to school" (p. 156). In these settings, students learn the importance of developing work ethics while they receive first-hand experience in dealing with complicated situations requiring time management, teamwork, and initiative.

At **Florida State University**, TEAM students participate in early classroom observations. In many cases, these experiences sharpen students' commitment to teacher education, give them an opportunity to interact with professionals in the education field, and help them make decisions about the grade level of the students with which they are most interested in working.

Independent Study Classes

At the **University of Florida**, an independent study class is used as a recruitment tool, retention device, and a self-concept building strategy. The major purposes of the class are to help students become more aware of their skills, develop a more positive self-concept, and demonstrate leadership skills. One experienced student in the office is chosen to serve as a student assistant. The specific purposes of the class are as follows:

1. To recruit students for programs in the College of Education;
2. To assists students to graduate and find employment;

3. To assist students to solve problems that are barriers to reaching their stated goals.

Presently, students with undecided majors, freshmen or sophomores, and those with unique problems are eligible for the class, and ten students are chosen for the class each semester. The class meets an average of once per week to cover topics such as the following:

1. Readings and research studies;
2. Making oral and written reports;
3. Serving as mentors for public school students;
4. Learning various computer programs;
5. Demonstrating positive non-verbal behavior.

At the end of each semester, students participate in an exit interview with the instructor. During the interview, the content of the class is summarized, suggestions for class improvements are requested, and students are encouraged to think about making application to the college of their choice. Students are encouraged to continue to use the services of the Office of Recruitment and Outreach and to become active in encouraging others to consider taking the class.

Pre-Student Teaching Workshops

At **Florida A & M**, pre-student teaching workshops focus on classroom management, business image, and the Florida Performance Management System. During the classroom management workshop, students learn how to avoid and address discipline problems in the classroom. Methods discussed include taking into consideration the student's point of view, working with students in a conflict situation, using "I" messages, and emphasizing feelings that certain actions cause. Student teachers are also given the opportunity to role play.

In the Business Image workshop, the workshop leader provides a thorough presentation on image and appropriate dress for the work place. Proper garments for professionals are brought in and coordinated to present a true business image. In addition, information is shared with student teachers regarding job interviews and other areas of interest.

During the Florida Performance Measurement System workshop, the consultant provides an overview of effective teaching behaviors. Videos are used to highlight specific teaching behaviors.

Identification and Use of Personal Learning Styles

Because it is essential that each student admitted to the TEAM project becomes as aware as possible of his/her learning style preferences and the potential impact of those preferences on his/her study and career development, **Edward Waters College** has instituted a program that uses a series of diagnostic tools to secure data which the TEAM project staff use in assessing competencies, learning styles, and preferences. A joint analysis of these data is made by the student and staff and a value added program is designed for each student accepted into the program. The diagnostic data may include the following information:

1. Basic skills in reading, writing, and mathematics;
2. Personality (Myers Briggs Type Indicator);
3. Learning style (4MATT);
4. Conflict style (Thomas Kilmann Conflict Mode Indicator);
5. Behavior Interaction style.

The purpose of this program is to help the student make good decisions and plan well for self development. The TEAM project has identified a number of behaviors which faculty at universities perceive as typical of minority students. These include such things as clustering together and sitting together in classrooms, talking only with other minority students, coming to class late and leaving early, and failing to interact with professors. A part of the learning styles program involves discussing these perceptions and the types of behaviors which will be necessary to overcome them and allow minority students to behave in ways that will contribute to their success in the college environment.

Social Student Support

Although academic support is critical in the success of minorities, it is not complete without a comprehensive program of social support as well. For reasons discussed earlier, it is important to provide a peer support program and to assist students in the development of social skills they will need to succeed in the university setting and in the work setting. Numerous programs to provide this social support have been instituted at TEAM schools.

Human Interaction and Self-Concept Skill Development

The primary focus of human interaction and self-concept skill development training is self-understanding, self-acceptance, and self-esteem as undergirding human interactions. Essential to this developmental phase is non-verbal communication as it relates to academic and professional success.

At **Bethune-Cookman College**, the program is implemented through workshops and seminars, while at the **University of North Florida** bi-weekly meetings of all TEAM members are held by the coordinator.

Support Groups

At several TEAM schools, including the **University of Central Florida**, **Edward Waters College**, **Florida State University**, and the **University of North Florida**, support groups are utilized to ensure that a "family" of support is established. The use of social support systems is a vital aspect of the program. At Florida State University, these support groups operate to support both the goals of individual students and the goals of the project. The support groups have consisted of small groups of no more than eight students whose purpose has been to assist group members in the following ways:

1. To examine and gain greater awareness of their preferences, interpersonal skills, and styles;

2. To examine through experience the formation, growth, and functions of the group;

3. To achieve their academic and personal goals;

4. To gain greater awareness and skill in assessing, negotiating, and using the resources of the university;

5. To gain greater skill in managing self and negotiating the social systems.

The support groups have assisted the TEAM leadership achieve the following goals:

1. To examine the barriers in the system to entrance, retention, and graduation of minorities;

2. To identify and test ways to improve the teacher education program for all students and especially for minorities;

3. To improve the curriculum so that all students improve their skills in functioning in classrooms with diverse populations;

4. To recruit more minorities.

At the University of Central Florida, support groups are groups of four to five people who meet on a regular basis for the following reasons:

1. To improve their teaching;

2. To share their expertise with one another;

3. To discuss successes and concerns;

4. To solve problems;

5. To increase their awareness of their strengths, weaknesses, interpersonal skills, and learning styles;

6. To set and achieve personal goals;

7. To increase skills in self-management.

Support group meetings are scheduled twice each month and meet for a set period of time. Each meeting has an agenda developed by the participants with a specified number of minutes allocated to successes, concerns, problems, solutions, goal-setting, and identifying future issues to be discussed.

Community Development and Partnership

The **University of Central Florida** has found that one of the most effective strategies employed through this project is the use of community service organizations and established outreach programs. Taking the advice of Middleton, Mason, Stillwell, & Parker (1987), who contend that minority recruitment programs should be familiar with concerns and interests of community resources that might be supportive in recruiting students, generating funding support, and providing other kinds of support to students in the program, UCF has identified various components of an effective community outreach program, including the following:

1. Establishing collaborative working relationships with various community, civic, public, and professional groups;

2. Establishing public information plans and procedures;

3. Identifying potential sources of funding support in the community;

4. Developing sources of incentives with organizations representing appropriate potential students (e.g. stimulate interest through workshops, contact with local media, etc.)

African American Education Guild

The **University of Florida** has established a unique program called the African American Education Guild. The major purposes of this organization are as follows:

1. To provide an opportunity for African American students to organize themselves in various study and social groups;

2. To allow students to assist each other in the development of survival and self-concept skills;

3. To enable university students to provide educational opportunities for elementary and secondary students.

The organization meets at least once per month, and has developed or participated in the following activities:

1. Tutorial programs for elementary and secondary students ;

2. Educational information sessions for students who might be interested in education as a career;

3. Several shows and dramatic plays written and presented to the university family at large;

4. Recruitment efforts for education majors were organized and implemented;

5. Efforts were organized in order to become active with the Education College Council

The AAEG also provides an opportunity for students to form a network in order to assist each other to succeed in the College of Education. In addition, other students from various ethnic and social groups are invited to participate in activities that have been planned by AAEG members. For example, other students are encouraged to come to the office and study or to use the materials and equipment in the office.

Other Student Support

The **University of Florida** has developed two unique programs that provide student support in both the academic and social areas combined. These programs encourage the development of leadership skills and provide motivation for reaching goals.

Leadership Skills

Every effort is made to assist TEAM students to develop leadership skills, with leadership defined as "a process by which one learns to develop and organize skills and is able to present them to others in a professional/motivational manner." Opportunities for students to develop leadership skills include organizing programs in the Office of Recruitment and Outreach, making presentations in the college/university, representing the Office of Recruitment and Outreach at various functions, and making presentations to local, state, regional, and national organizations. Listed below are examples of the kinds of leadership activities the students have participated in or organized.

1. Recruiting students for TEAM from various colleges and universities in Florida;

2. Making presentations to faculty concerning the plight of minority students in the College of Education;

3. Making presentations at various conferences such as American Association of Colleges for Teacher Education in San Diego, California, and Future Teachers of America in Orlando, Florida;

4. Organizing tutorial programs in local secondary schools;

5. Assisting professors in the College of Education;

6. Serving as editors of manuscripts;

7. Planning and conducting tutorial assistance for preservice and inservice teachers on the Florida Teacher Certification Examination.

Motivational Workshops

Motivational workshops are held by the University of Florida to help TEAM students work toward reaching their goals. Workshop leaders are former University of Florida students who have previously worked in the Office of Recruitment and Outreach, have graduated, and are successful in their chosen fields. Most of these students have earned bachelor's, master's, specialist's, or doctoral degrees from the University of Florida or other universities or colleges. These workshop leaders speak on the value of working hard and developing a plan for success.

Workshop participants are TEAM students, their guests, and various university faculty and administrators. TEAM students are able to see a variety of persons who have succeeded in their chosen field. It is the intention of the workshop to impress the TEAM students and motivate them through contact with educators who worked in the same office where they are working and now seem to be embarking on positive careers.

Faculty Involvement

As previously discussed, student-faculty relations can be powerful in fostering diversity and narrowing the gap between minority and majority student performance. Regardless of

ethnicity, students who experience favorable and frequent interaction with faculty develop a strong commitment to their institution, become more motivated to achieve academic success, and have more satisfying and healthy college experiences (Nettles, 1991). This faculty support can take many forms including offering individual academic encouragement, guidance, and support; facilitating and assisting in group study sessions; participating in workshops; involving students in research; participating in summer study and research programs; and working with student organizations to design peer mentoring and group support networks. Many of these components are in place in TEAM institutions, as described below.

Faculty Mentoring

The **University of North Florida**, **Edward Waters College**, and The **University of Central Florida** all utilize faculty members as mentors for TEAM students. Mentors are very special persons in the student's life, for they can serve as advisors, advocates, and liaisons between the student and the professional community. The primary purpose of the mentoring program is to help students to establish a meaningful relationship with an adult who is a member of the faculty. Warren (1988) states, "whether on predominantly black or white campuses, it means there must be faculty helping students to carefully plan their academic schedules, insisting that they follow university rules and regulations, pointing out academic mine fields, alerting students to opportunities such as summer jobs or scholarships, checking on students at times other than regular appointments, and helping students to develop dreams that might take them far beyond anything that they have ever imagined" (p. 56).

Faculty Retreats

TEAM members at the **University of Florida** believe it is critically important for faculty to understand the plight of minority students who are enrolled in the College of Education. In order for faculty to gain a better understanding of TEAM students, presentations are made at "brown bag" sessions and faculty retreats, at which faculty members discuss in-depth issues

presented at the "brown bag" sessions. The retreats are held away from campus, last for about seven hours, and are attended by approximately 70 percent of the College of Education faculty on a voluntary basis.

During the retreat, faculty members are able to discuss issues concerning minority students that are not typically discussed in open forums. For example, the following questions have been asked and discussed:

1. How can we gain a better understanding of the plight of minority students?
2. How can we avoid causing embarrassment for minority students?
3. How can we help students to gain a feeling of belonging?
4. What specific problems at this college have been identified by minority students?

Questions of this nature are discussed in the large group and during break-out groups. Each faculty member has the opportunity to state his or her feelings on the topic and suggest solutions to the problem at hand. The results of the retreats are summarized below:

1. Each faculty member became slightly more comfortable when discussing topics in the presence of other faculty and staff;
2. The large turn out and the professionalism of the discussions indicate that continuous efforts are being made to make the college a true place of diversity;
3. Requests for follow-up activities indicate that some professors are becoming more comfortable with the topic of diversity.

The retreat was a continuation of the efforts being made to acknowledge and discuss the fact that there are persons in the college who are different. Therefore it is wise for us to recognize these differences and make plans to be a true college of diversity.

A summary chart of the value added support programs which are in place at the seven TEAM institutions is presented on the following pages. These value added components are all designed to help TEAM students attain the "Commandments to Live By," a list of life skills

developed by students that are at the heart of every activity carried out by these institutions in support of their students. They are presented below.

TEAM Students

COMMANDMENTS TO LIVE BY

1. Work harder and smarter at all levels of effort -- individual and group.
2. Be punctual.
3. Sit in the front of the classroom.
4. Make certain that I know how to spell and pronounce my instructors' names.
5. Make certain that my instructors know me by name.
6. Own my statements: Use "I" not "We" or "You.
7. Be RESPONSIBLE to myself, my TEAM mates, my classmates, and others.
8. KNOW THAT I CREATE MY OWN FUTURE.
9. Help to establish and maintain the goals of my support group.
10. Seek help before I need it.
11. Express my feelings in constructive ways.
12. Know that I am responsible for my own feelings and how they influence my behavior.
13. GIVE AND RECEIVE UNCONDITIONAL LOVE.
14. Make a commitment to be happy.
15. Learn to do things differently:

    "I will" not "I'll try"
    "I will not" not "I can't"
    "That's new" not "That's hard"

16. Choose to behave differently and not remain stuck with my past.
17. Be willing to use my own personal power!
18. Notify TEAM of my post-graduate goals, plans, and career-related experiences.
19. Recruit at least one student to replace me upon graduation.
20. Recruit at least one student after my first year of teaching.

VALUE ADDED SUPPORT
FLORIDA TEAM CONSORTIUM

ACADEMIC STUDENT SUPPORT							
PROGRAM	SCHOOL						
	BCC	EWC	FAMU	FSU	UCF	UF	UNF
Training to Achieve Higher Test Scores	x	x	x	x	x	x	x
Time Management and Pacing of Program of Studies	x			x	x	x	x
Presentation Skills Assessment and Training	x			x	x	x	x
Computer and Technological Assistance	x	x		x	x	x	x
Monitoring Candidates Progress	x	x	x	x	x	x	x
Remedial and Developmental Assistance	x	x		x	x	x	x
Work-Study Programs	x	x	x	x	x	x	x
Independent Study Classes	x			x	x	x	x
Pre-Student Teaching Workshops	x		x		x	x	x
Identification and Use of Personal Learning Styles		x		x	x		

SOCIAL STUDENT SUPPORT							
PROGRAM	SCHOOL						
	BCC	EWC	FAMU	FSU	UCF	UF	UNF
Human Interaction and Self-Concept Skill Development	x			x	x	x	x
Support Groups		x		x	x		x
Community Development and Partnership				x	x	x	x
African American Education Guild						x	x
OTHER STUDENT SUPPORT							
PROGRAM							
Leadership Skills						x	x
Motivational Workshops			x			x	x
FACULTY INVOLVEMENT							
PROGRAM							
Faculty Mentoring		x			x		x
Faculty Retreats						x	

POLICY IMPLICATIONS

It is imperative that our colleges and universities become more student-oriented systems and accept responsibility for finding ways to educate all students. In view of the differences in students, adequately serving minority students may require "different programs, policies, and strategies to address the unique characteristics and experiences of different minority groups rather than trying to serve them all as if they have identical needs" (Nettles, 1990, p. 13). Changes at the campus level will have this direct effect on students, but colleges and universities must act within the context which states create. Both state legislatures and institutions can play a part in creating environments that nurture promising African American students. Suggestions as to how this can be accomplished are listed below.

Legislative Policy Implications

- Give funding priority to colleges and universities where minority students succeed.
- Assure that no legislative barriers are in place to hinder institutions efforts to creatively provide the services necessary to support minority students.

Institutional Policy Implications

- Establish policies on racial harassment, consequences for violation, and mechanisms for hearing and investigating complaints.
- Provide support for minority students, including academic help, social support, and coaching for exams.
- Provide courses and activities in which students examine their own attitudes toward other ethnic groups.
- Increase the number of minority faculty and staff in key administrative, teaching, and staff positions.
- Provide faculty mentors to work with minority students.
- Link salary and promotion decisions to progress in minority retention and graduation.

Chapter Five

FOLLOW UP: FIELD BASED SUPPORT

"In order to obtain excellent teachers and retain them, school systems must insure that their teachers feel a part of the vital function of the school. The acceptance of an educator as a person by school colleagues and the community is imperative to the success and longevity of minority teachers."

-John H. Hansen, Adrienne Gardner, Joni Cacace, Keith Berry, and Abiola Dipeolu

CHAPTER FIVE

FOLLOW UP: FIELD BASED SUPPORT

Graduation from a teacher training institution with a bachelor's degree in education would appear to be an end in itself. Although it is an important milestone, in reality the degree completion represents a new starting point for prospective teachers. Indeed, "graduation is only one step towards eliminating the trend of a declining minority teaching force" say Hansen, Gardner, Cacace, Berry, & Dipeolu (1993, p. 2). Dilworth (1991) contends that "as the nation pursues those who are perceived to be the 'best and the brightest' to teach in the nation's classrooms, it is useful to examine what factors contribute to a sustained commitment to the profession" (p. 1) because "unless steps are taken by public school systems, colleges and universities, state as well as federal governments, private funding agencies and foundations, and professional organizations to improve the teaching profession through systemic reforms, the crisis of the shortage of African American and other minority teachers will undoubtedly worsen, and the nation's increasingly non-white student populations will continue to be taught primarily by white classroom teachers" (Hunter-Boykin, 1992, p. 492).

When respect and support by administrators and the community are considered a key element to teacher success in the classroom, and when these are consistently provided, then individuals of all races who enter the teaching profession can find joy and fulfillment there. Jackie Stanley, an African American teacher, expresses her belief that she has "the unique opportunity to lead by example, and to help my students learn that people of all colors can play a role in making this world a better place. . . And I realized I had a rare opportunity--the opportunity to teach. I had been given a gift--my education--and I saw that I could use this training to help fight ignorance and prejudice among people of all races. I could show my

students what really mattered: not the color of my skin (or my last name, or the way I talk), but how much I cared, and how well I could teach" (Recruiting New Teachers, Inc., 1993, p. 74).

BARRIERS

Despite the fact that the need for qualified African American teachers is generally recognized by virtually everyone in the profession, barriers to teacher education for African Americans still exist. These barriers fall primarily into four areas: certification testing, the search for a job, lack of on-the-job support, and limited or irrelevant professional development opportunities.

Certification Testing

Even after successful completion of an undergraduate teacher preparation program, another testing obstacle still remains for many minority teacher candidates since "more than 40 states now require some standardized test for a teaching license" (Haselkorn & Calkins, 1993, p. 58).

While the teacher certification reform movement has attempted to ensure quality candidates for admission to teaching, the net effect of certification tests has been to reduce minority representation in the profession. The National Teacher Examination (NTE) has had negative effects on the number of African Americans entering the teaching profession. For example, African American teacher candidates fail the National Teacher Examination, which is administered by 33 states, in proportionally greater numbers than whites (Waters, 1989). In Florida, 80 percent to 85 percent of all students who took the NTE during the past ten years passed, but the success rate for African Americans was only 35 percent to 45 percent (Dupre, 1986). Waters (1989) quotes a Florida faculty member who called the NTE an "academic electric chair" (p. 271). Between 1986 and 1991, an estimated 37,717 minority candidates and teachers were eliminated from the teaching profession through admissions and certification testing (Bell & Dudley, 1991).

In Florida, a Florida Teacher Certification Examination (FTCE) was instituted by the legislature. The test was designed to allow teacher candidates to "demonstrate a mastery of minimum essential generic and specialization competencies on a comprehensive written examination. . .consisting of subtests in mathematics, reading, writing, and professional development" (Smith et al., 1988, p. 48). Reports of minority performance on the FTCE are not very encouraging. Figure 11 presents results for first-time candidates for1988 - 1993.

Figure 11
Florida Teacher Certification Examination
Percent Passing all Subtests by Racial/Ethnic Group
1988-89 through 1993-94

Year	White	African American	Hispanic	Total
1988-89	97.7	65.6	79.0	91.8
1989-90	96.2	64.4	81.0	91.5
1990-91	97.3	69.3	85.4	93.2
1991-92	98.9	83.6	91.9	97.0
1992-93	99.0	78.6	89.2	94.1
1993-94	98.9	81.0	90.8	92.0

Source: Based on data from the Testing, Assessment and Evaluation section, Florida DOE

A similar problem occurs when the FTCE is taken for a second time. Data on retakes of the FTCE indicate that:

> although minorities represent only about 15 percent of those who take the FTCE, they represented 58 percent of those retaking the mathematics portion, 71 percent of those retaking the reading and writing portions, and 65 percent of those retaking the professional education portion. As with first-time test-takers, a larger percentage of minorities than of whites failed to pass the examination when they retook it. For example, while 70 percent of the whites passed the reading test upon retaking it, only 46 percent of minorities did so. On the professional education and writing portions,

> minorities were half as likely to pass as were whites (28 percent and 30 percent, respectively, for minorities, compared to 55 percent and 60 percent for whites). Almost 69 percent of the whites who retook the mathematics portion passed it, while only 37 percent of the minorities did so (Smith et al., 1988, p. 50).

Unfortunately, "the tests, and the negative 'press' generated by the high fail rates have contributed to a perception among minorities that education is an inhospitable field" (Dorman, 1990, p. 2). And perhaps saddest of all is the fact that these tests, which act as yet another barrier for minority teacher candidates, are not being used as the developers intended. Garcia (1993) explains, "tests such as the National Teacher Examinations (NTE) . . measure knowledge and certain abilities such as reading, writing, and mathematics. They do not measure teacher performance, classroom control, motivation techniques, application of knowledge in a teaching situation, personality, or stress. Tests such as the NTE were never intended to predict teaching performance, and there are very low correlations between measures of teacher effectiveness and test scores" (p. 89).

Job Search

As prospective teachers soon discover, finding a teaching position can be as difficult as obtaining a teaching certificate. Finding out about job openings, completing applications, making contacts, interviewing, and following up on interviews can be an exhausting, often frustrating, process. In addition, many teacher candidates interviewed by Hansen, Gardner, Cacace, Berry, & Dipeolu (1993) reported that they either had lengthy waits (sometimes for months) for interviews or to be advised whether they did or did not get a position. Recruiting New Teachers, Inc. (1993) says that "like teaching, the process of identifying and applying for teaching positions requires knowledge, research, organizational and interpersonal skills, determination, creativity -- and patience. Lots and lots of patience" (p. 84). Many African American students report that getting an interview is easy, but getting hired is very difficult.

Haselkorn & Calkins (1993) estimated that in 1993 there would be "150,000 - 200,000 openings for teaching positions in the nation's elementary and secondary schools. Why such a rough approximation? Because. . .the true character of teacher supply and demand is nearly impossible to chart. Economic boom-and-bust cycles, changes in state and local funding, attitudes toward acceptable teacher/pupil ratios, student enrollment trends, teacher attrition (resignations and retirement), the number of former teachers interested in returning to the profession -- all of these factors and more help to determine how many new teachers will be hired in any given year" (p. 85).

One important consideration in looking for jobs is the comparison of job openings by subject field and area of professional preparation of the students graduating from teacher preparation programs and entering the field. Haselkorn & Calkins (1993) report that "there appears to be at least some under-supply of teachers in certain geographic regions (including rural areas and inner cities), in specific curriculum areas (special education, math, science, bilingual education and English as a Second Language), and among some demographic groups (particularly, people of color)" (p. 85). In areas such as Exceptional Student Education, mathematics, science, and English, where teacher shortages exist and where African American role models are critically needed, studies of the trends in the supply of minority teachers conducted by Miller (1992) show that these are not the specialty areas usually chosen by African American teachers, even though percentages are up in the academic areas. Of the African American graduates awarded degrees in 1990-91, only 7.6 percent received degrees in English, 6.4 percent in mathematics, and 3.4 percent in science. The 6.2 percent who majored in Exceptional Student Education represented no progress in the percentage of African American graduates in this area, yet a disproportionately large number of African American public school students have been placed in Exceptional Student Education programs.

In contrast, 52.3 percent of African American graduates in 1990-91 were elementary education majors. Miller (1992) reports, "the large number of minority students graduating in elementary education offers an opportunity for role models during the important early years of

school--if these graduates end up in the classroom. However, especially as growth at the elementary level slows down, an oversupply of elementary teachers could mean that fewer new minority graduates will be able to find jobs, and a valuable source of minority teachers will thus be lost to the schools" (p. 9).

Effects of school district budgets on the hiring process can be another source of frustration in the search for a job. According to Recruiting New Teachers, Inc. (1993):

> During the economic downturn of the early 1990s, many state and local governments were forced to cut back their school budgets. Financially pressed voters have been reluctant to approve new local taxes, even for such usually popular measures as school improvements. The hard times have had the effect of dampening the schools' demand for new teachers--even in the face of rising student enrollments. In addition, veteran teachers have remained in the profession longer than expected, postponing long-anticipated increases in teacher retirement rates. Finally, recent studies suggest that the so-called "'reserve pool" of former teachers who are re-entering the workforce may be supplying a larger percentage of new hires than was previously thought (p. 86).

Finding that a hard-won degree in one's chosen field does not necessarily mean the job opportunities are available can be a disheartening obstacle and can make the job search that much more exhausting.

On-The-Job Support

A 1993 publication by Recruiting New Teachers, Inc. states that "the miracle of good teaching does not come easily. The obstacles are legion, from crowded classrooms and inadequate resources to the kind of public indifference to their struggles that can sometimes make even the best and most dedicated teachers question their career choice" (p. 98). As Boyer (1983) explains it, "many people think teachers have soft, undemanding jobs. The reality is different. Teachers are expected to work miracles day after day then often get only silence from

students, pressure from the principal, and criticism from the irate parent" (p. 307). Haselkorn & Calkins (1993) further explain the problem when they say:

> Teachers are called upon to reach dozens, and in some cases, hundreds of children every day . . . teach an ever-expanding curriculum in often limited class time . . . maintain order in occasionally difficult circumstances . . . spend evenings and weekends grading papers and planning lessons . . . remain up-to-date with an endless array of administrative tasks . . . and keep current on reforms and advances in their profession in whatever time remains (p. 3).

Three particular obstacles to on-the-job satisfaction are feelings of isolation, lack of compensation, and feelings of low esteem. Feelings of isolation are commonplace in schools. Teachers typically teach in their individual classrooms with limited interaction with other teachers, either socially or professionally. Haselkorn & Calkins (1993) state, "when we think of teachers, we tend to think of individuals working pretty much in isolation from each other -- one to a classroom, in room after room down a long school hallway" (p. 102). They further explain, "many teachers feel isolated in their classrooms, citing too few opportunities for the professional growth that can come from sharing with colleagues and learning from experts (and each other) . . .The 'egg-crate' school model -- one teacher per classroom, working in relative isolation from the classrooms next door -- remains the norm in far too many schools" (p. 100).

The problem may be intensified for African American teachers. Dilworth (1991) cited a study by Kottkamp, Cohn, McCloskey, & Proveno (1987) which found that "Anglo teachers are oriented more toward collegial or peer relationships than are black teachers" (p. 14). In their 1993 survey Hansen, Gardner, Cacace, Berry, & Dipeolu found that many African American teachers did not feel accepted by their peers:

> [Some] applicants felt that the majority of their associates did not accept them because of race. [Some] respondents claimed they felt like "token" blacks within the school system. [Some] teachers experienced major social changes when they made a transition

> from being a student in a predominantly black university to that of a teacher in a predominantly white school (p. 10).

As previously mentioned, a major obstacle to on-the-job satisfaction relates to inadequate compensation. Low salaries are one major reason for difficulties in keeping people in the teaching profession. Haselkorn & Calkins report that "while teachers' salaries have crept up in recent years, they still remain below the levels earned by counterparts in other professions -- even after figuring in a two- to three-month summer vacation" (p. 100). To compound the problem for African American teachers, "salaries and working conditions for teachers are often least attractive in schools with predominantly minority enrollments, where minority teachers might be interested in working. Until teaching becomes a more attractive career alternative, the problems of attracting and retaining talented teachers, including minorities, will undermine the success of other reforms intended to upgrade educational programs and curricula" (Webb, 1986, p. 2).

Contributing to the compensation problems, budget cuts are adding to the general unhappiness. Ginsberg, Schwartz, Olson, & Bennett (1993) report that:

> In an era of financial retrenchment for all levels of government, many school systems face large cutbacks. Problems associated with budget cuts. . .include personnel, supplies, maintenance, and repairs. Teachers witness their colleagues being transferred or fired, and often have to accept intrusions on their turf from outsiders from new programs which are brought in to increase enrollments. Along with this, security personnel are being cut, as well as support staff such as paraprofessionals, teacher aides, clerks and secretaries, who are all vital parts in the operation of a school (p. 123).

Teachers also experience a third area of on-the-job dissatisfaction, this one related to feelings of low self-esteem. Haselkorn & Calkins (1993) report that "many teachers feel that their work is not considered to be important by their community or by our society at large" (p. 100). Teachers often feel that they:

> are held in low esteem by students, parents, administrators, and the general public. Teachers felt they have little input into decision making, no upward mobility opportunities, are forced to work in unsafe, deteriorating conditions without much job security, often are faced with great shortages of necessary materials, and have disrespectful parents and students. Comments by teachers such as, "You see and hear only the bad, seldom the good"; "No one cares or is able to effect change"; and "The lack of power to make the job better makes it stressful" characterize the feeling of no respect which was prevalent (Ginsberg et al., 1993, p. 125).

Professional Development

When asked what they like least about their jobs, many teachers identify "inadequate time for planning and professional development" (Haselkorn & Calkins, 1993, p. 12). Professional development is a critical element in system reform, yet, according to Recruiting New Teachers, Inc. (1993a) in most school districts it "is a hodgepodge. It's like 30 minutes after school this Wednesday, and then two hours on a different topic a month later. And then two months later you have an all-day session with somebody who comes in for one day, shares great wisdom, but then leaves and is never seen again" (p. 20).

A different approach to professional development may not be easy to implement. Teachers, both majority and minority, have a tendency to be disposed toward

> the conventional wisdom side of teaching -- the kind of teaching that reform is striving to change. First, it's the kind of teaching that they grew up with -- and many chose to become teachers because they like that kind of teaching. Second, they don't have the opportunities to talk with other people or to observe other classrooms in order to find out about different ideas for teaching. So, you face automatic roadblocks when you try to get teachers to do something different. Neither their beliefs about teaching, nor their daily schedule, are conducive to new teaching approaches (Recruiting New Teachers, Inc., 1993a, p. 19).

PROMISING PRACTICES

Although certification testing, the search for a job, lack of on-the-job support, and limited or irrelevant professional development opportunities pose formidable barriers to African American success in teaching, promising programs and strategies are being instituted to help overcome these obstacles.

Certification Testing

Among the most successful approaches to removing testing barriers are programs that prepare minority students for teacher certification examinations. These strategies can include examining and revising curricula, providing intensive faculty training, and conducting early and comprehensive student diagnosis and remediation. A program developed by the Southern Regional Education Board is typical of successful programs. Cooper (1986) explains the program:

> The model has four components for improving the performance of black and minority students on standardized tests. They are faculty development, curriculum development, student development, and student assessment.
>
> The general focus of the faculty development component is on test construction, test familiarization, and test item writing to enable faculty to improve their skills in writing test items for classroom examinations. The objectives are to challenge students' critical thinking skills and help the students develop test-wiseness and test-taking skills.
>
> The objective of the curriculum development component is to enable faculty to: (1) develop course content based on departmentally identified learning objectives; (2) increase the match between learning objectives, course content, and test specifications; (3) learn processes for constructing test item banks and for interpreting and documenting test results to assist in decision making about student and curriculum needs; and (4)

improve their skills in the development of course objectives and syllabi to make certain that course content is adequately covered.

The student development component emphasizes strengthening of reading and writing skills, as well as establishing familiarity with sophisticated tests and improving test-taking skills. . .Although the institution does provide basic skills enhancement, the students are required to assume personal responsibility for "catching up." Each student will receive continuous feedback on his/her progress toward mastery of specific content objectives. Students must be directed away from the tendency to "blame the test" for their failures. They must develop a sense of internal control so that they perceive themselves as able to *pass* tests.

The rationale for the student assessment component is predicated upon the concept that if learning is to occur, faculty must be aware of their learning goals for students and the competencies by which progress toward these goals will be measured. Faculty have defined the competencies that students will be expected to achieve before they exit from one level to the next, from the freshman year through the senior year (pp. 51-53).

The institutions involved in the SREB project report "impressive track records of improving their students' scores on these tests" (Carter, 1987, p. 30).

Job Search

To prepare African American graduates for their job searches and to show them how to take advantage of the "widespread demand for teachers of color" (Haselkorn & Calkins, 1993, p. 87), the Florida TEAM project conducted a survey of program graduates to determine what strategies they used while looking for a job. Several key strategies emerged.

One excellent way to enhance the possibility of finding a job is to use professional and personal networks, including student teaching, substitute teaching, summer employment (tutoring or camp program supervision), participation in community service organizations,

workshops, or volunteer work with school-based research projects. Many of the TEAM graduates "found that they were able to get to know principals while interning, substitute teaching, or working in other positions in the schools. As a result, when a position opened up, they not only were in a position to learn of the vacancy, but the principal already knew them" (Hansen, Gardner, Cacace, Berry, & Dipeolu, 1993, p. 7).

Job fairs are another excellent vehicle for obtaining a job offer. Many school districts recruit candidates at state-, university-, or association-sponsored job fairs. Some TEAM students were offered positions (including signed contracts) on the spot. Recruiters can be most helpful in giving their hiring process personalized attention and by moving their paperwork along, setting up interviews, providing mock interviews, and supplying information about which schools are most likely to hire" (Hansen, Gardner, Cacace, Berry, & Dipeolu, 1993).

On-The-Job Support

Hansen, Gardner, Cacace, Berry, & Dipeolu (1993) assert that, in order to obtain and retain excellent teachers, school systems must ensure that their teachers feel a part of the vital function of the school:

> The acceptance of an educator as a person by school colleagues and the community is imperative to the success and longevity of minority teachers. . .[as is] the "unofficial'" support that is provided, often behind the scenes, to promote the recruitment and retention of minority teachers. While being skilled and knowledgeable about teaching and having a professional network is essential, it is often not enough. A personal support network adds an important dimension to the recruitment and retention of minority teachers (pp.12-13).

In order to help alleviate the isolation felt by new teachers, particularly new minority teachers, many school districts and universities are working cooperatively to develop assistance programs. For example, new teachers can be mentored by outstanding veteran teachers. Ideally, mentor teachers are paid for their services and both new and mentor teachers are periodically

released from their classrooms to permit classroom observations and other types of professional development activities. In many schools, support groups are formed for new teachers to alleviate feelings of isolation and to facilitate collective problem solving. University faculty and school district personnel can also conduct workshops for new teachers on areas of common concern such as how to manage time effectively and how to cope with paperwork (Daughtry, 1993).

To help new teachers feel a valued part of the school and community, some school districts provide an orientation to community life by doing such things as:

1. Inviting new teachers to the area for several days to become oriented to housing, churches, recreational activities, sites of interest, and social activities;

2. Offering relocation assistance to minority candidates;

3. Offering housing incentives, such as making arrangements with local apartment complexes and homeowners to help new teachers find suitable housing, by reducing or eliminating security deposits, by finding temporary lodging with retired teachers, and by conducting tours of several prospective neighborhoods;

4. Helping new teachers adjust to their schools, classrooms, and community by pairing them with experienced minority teachers (Hansen, Gardner, Jackson, & Mullins, 1993).

Professional Development

Given the centrality of professional development to achieving education's goals, it is important to find ways to continue professional renewal for minority teachers. This can be done systemwide through such things as professional development schools, in which intern teachers complete teacher preparation under the supervision of experienced teachers and university faculty, who also collaborate on relevant educational research and development (Recruiting New Teachers, Inc., 1993a).

Additionally, small grant programs that give individuals and small teams of teachers power over the content and design of their professional development are especially constructive. These can be used to empower teachers to play significant roles in school restructuring and

organizational change, develop new curricula or innovative pedagogies, or support practice-based action research -- activities that may make teaching a more appealing career choice for the best and brightest (Recruiting New Teachers, Inc., 1993a).

POLICY IMPLICATIONS

Field-based support and the development activities that enhance it "is a critical mechanism for systemic reform, requiring special attention in the forging of policy. Its form and content need to reflect the best thinking and practice on education. Ideally, professional development should be the linchpin of both intellectual reform (encompassing the content and process of learning) and organizational reform (entailing school governance and staffing roles and responsibilities). . .A central problem with professional development. . .is that states and districts over-regulate in terms of credit-hour and remuneration requirements, and are too easily satisfied by training opportunities that do little to advance reform goals and objectives" (Recruiting New Teachers, Inc., 1993a, pp. 19-20). Suggestions for legislative and institutional policy initiatives follow.

Legislative Policy Implications

- Conduct ongoing review and revision of state teacher certification tests to check for cultural bias.
- Create a system of differentiated licensing or credentialing tiers.
- Institute teacher assessment systems that take a long-term perspective, use multiple indicators, and are based on appropriate levels of skill at stages in a teacher's career.
- Conduct ongoing review of alternative certification programs to maintain high standards and high levels of support for participating students.

- Provide for increased options for advancement and diversification within the teaching profession.
- Provide sufficient human and material resources to teachers to allow them to help students succeed.

Institutional Policy Implications

- Give teachers regularly scheduled time outside the classroom to increase opportunities for collegial interactions which enhance professional skills, promote the sharing of ideas, and minimize the isolation of the classroom.
- Develop placement procedures that assure that school districts needing minority teachers are put in contact with minority applicants.
- Provide assistance programs for novice teachers which include mentoring by veteran teachers, support groups, and workshops.
- Train teachers to work with a multilingual, multicultural student body.

Chapter Six

ADVANCING THE ACTION AGENDA

"Unless steps are taken by public school systems, colleges and universities, state as well as federal governments, private funding agencies and foundations, and professional organizations to improve the teaching profession through systemic reforms, the crisis of the shortage of African American and other minority teaachers will undoubtedly worsen."

-Harriet Hunter-Boykin

CHAPTER SIX

ADVANCING THE ACTION AGENDA

It is apparent that the shortage of African American teachers creates a complex challenge for educators. In order to reverse the downward trend and to assist the education system to perform the job for which it was designed, all segments of society must be involved in a continuous process with shared responsibilities. Education should be a process through which common understandings about values, attitudes, and traditions are provided, while respect for diverse cultural heritages and empathy for cultural diversity are fostered.

Sharing responsibility for attracting and retaining minority teachers is critical. Hunter-Boykin (1992) reminds us that:

> Some parts of this responsibility belong to public schools and some to higher education. The public school classroom atmosphere makes an indelible psychological imprint on impressionable youth, thus classrooms for both potential teachers and every other student should be bright, clean places supplied with state-of-the-art equipment and -- most of all -- energetic, enthusiastic teachers who relate well to students and program administrators. Similar to students who participate in advanced placement honors programs, young people who identify themselves as prospective teachers should encounter the best teachers the system has to offer. High school counselors must publicize the benefits and advantages offered by this career choice and steer students into the appropriate college preparatory courses. Precollege tours to universities, other public school systems with teacher preparation programs, and educational organizations would serve to broaden the views and understanding of these potential teachers. More Future Teacher clubs emphasizing education courses, career awareness, and internship experiences should be established in schools across the country. Professional educational

> organizations, when sponsoring educational conventions, should invite students . . .to participate in relevant workshops without registration fees (pp. 491-492).

Practicing teachers and educators and the university system must also assume a major role in reviving interest in the teaching profession within the African American community. Again, Hunter-Boykin (1992) provides strategies for doing this:

> More intensive collaboration must be arranged between [universities] and public school systems to provide tutorial services for remediation and enrichment as well as workshops on test-taking techniques to prepare more African Americans to pass college entrance and subsequent teacher competency tests. Moreover, once teacher education students have been recruited into [universities], substantial academic and psychological support is needed to retain them in their chosen course. After students become practicing teachers, [universities] should work closely with public school systems to provide teacher-centered in-service seminars which specifically address the needs identified by the new teachers themselves (p. 492).

Due to the complexity of the issues, there is a tendency to opt for quick-fix, short-term solutions. Instead, we must quit playing a game of matching numbers and trying out formulas, and begin the dialogue that will allow comprehensive state plans that connect all levels of schooling and include strategies for each level. Educators cannot do this alone. Instead

> society as a whole must accept its responsibility for attracting a sufficient supply of bright, talented African American students into teaching. Society must change its view of teachers. Prestige and status must be restored to the profession, accompanied by salaries comparable to other professions with similar requirements. Financial incentives such as scholarships or forgivable loans for students who go on to become teachers are also sorely needed. Unless steps are taken by public school systems, colleges and universities, state as well as federal governments, private funding agencies and foundations, and professional organizations to improve the teaching profession through systemic reforms, the crisis of the shortage of African American and other minority

teachers will undoubtedly worsen, and the nation's increasingly non-white student populations will continue to be taught primarily by white classroom teachers (Hunter-Boykin, 1992, p. 492).

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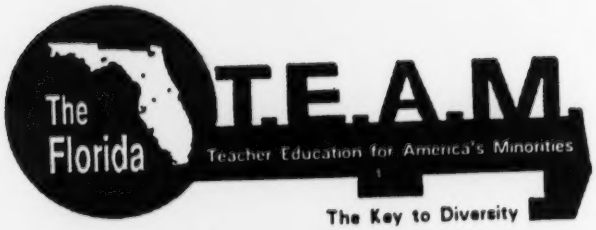
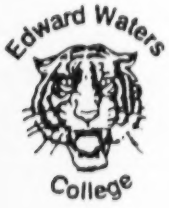
APPENDIX:
FLORIDA TEAM INFORMATION





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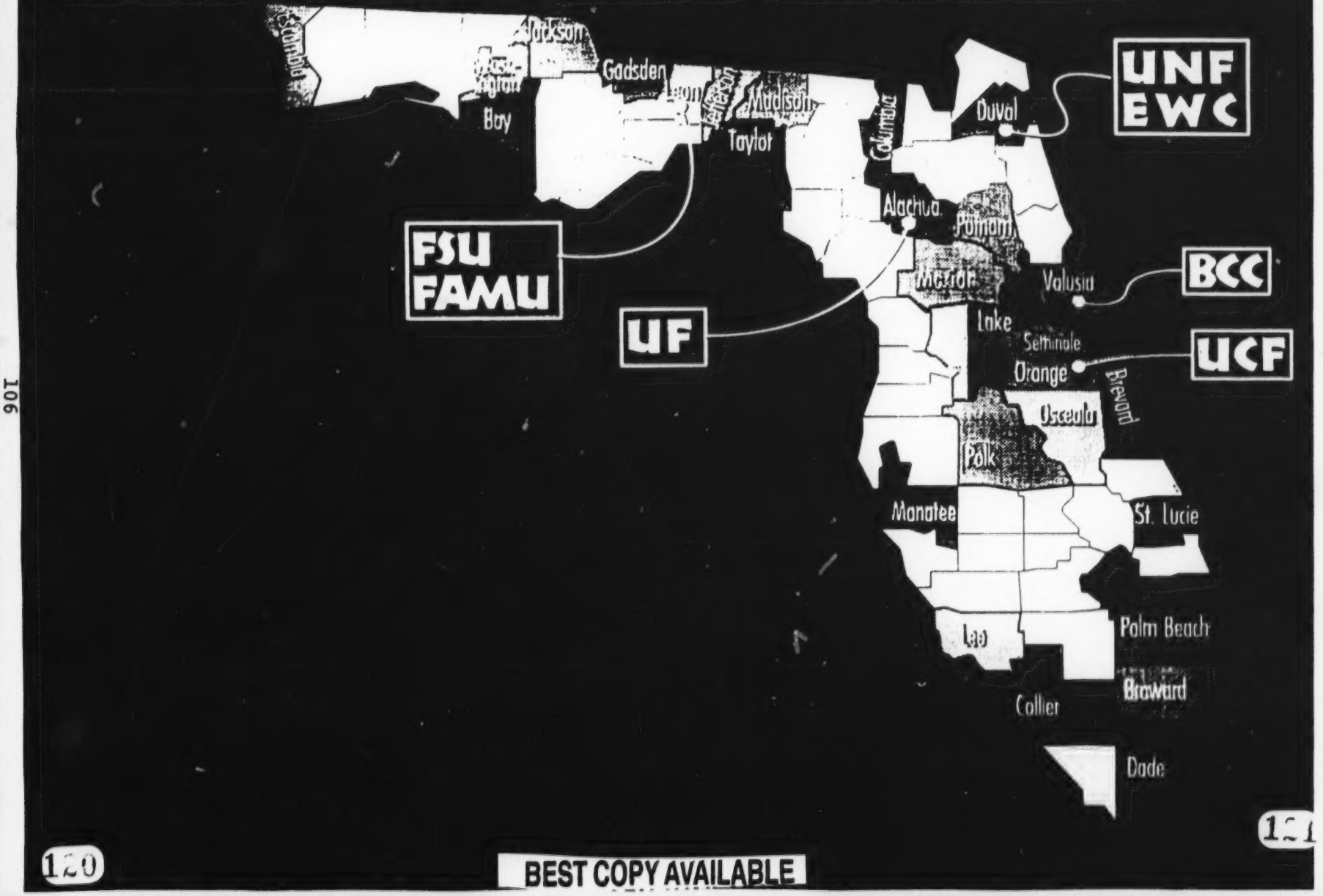
LOCATION OF TEACHING ASSIGNMENT



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(Teacher Education for America's Minorities)

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